

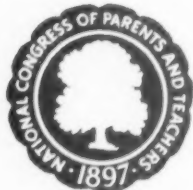
A black and white photograph of a woman with dark, wavy hair, smiling and looking towards the right. She is holding a baby who is crying with its mouth wide open. The woman is wearing a light-colored, short-sleeved shirt. The baby is shirtless. The background is dark and out of focus.

February 1954

National Parent-Teacher

THE P.T.A. MAGAZINE

Objects of the National Congress of Parents and Teachers



To promote the welfare of children and youth in home, school, church, and community.

To raise the standards of home life.

To secure adequate laws for the care and protection of children and youth.

To bring into closer relation the home and the school, that parents and teachers may cooperate intelligently in the training of the child.

To develop between educators and the general public such united efforts as will secure for every child the highest advantages in physical, mental, social, and spiritual education.

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THE P.T.A. MAGAZINE

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**THE FIRST
BOARD OF MANAGERS
OF THE
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After fifty-seven years the influence of these women still lives. They served on the first Board of Managers of the National Congress of Parents and Teachers, then called the Congress of Mothers. It was their intelligence, hard work, and vision that endowed this organization with its inexhaustible power. Seated in the front row, from left to right, are Mrs. John R. Lewis; Mrs. Adlai Stevenson; Mrs. Theodore W. Birney and Mrs. Phoebe Apperson Hearst, Founders; Mrs. William L. Wilson; Mrs. F. Benjamin Johnston. In the back row are Mrs. Henry J. Finley; Mrs. James H. McGill; Mrs. A. A. Birney, Mrs. H. W. Fuller; Mary Louisa Butler; and Mrs. Harriet A. McLellan.



The President's Message

Thoughts for Founders Day

ON FEBRUARY 17, 1897 a group of far-seeing women called into being an organization that was to be concerned with the welfare of children—much as the Congress of the United States is concerned with the general welfare of the citizens. The home, they soundly reasoned, is not alone in its responsibility for the health and safety and morals and all-round well-being of the young. The school has its part to play. So has the community, which in wider and wider interpretation means the nation itself.

But although the home does not stand alone, it does stand first—first in time, in intimacy, in influence. So the approach was made by way of the nation's mothers. The First Congress of Mothers met; the organization was formed; and the mothers went on from there. It's a story we all know well.

OR DO WE? True, we can hardly help knowing that the parent-teacher movement, which developed out of that First Congress of Mothers, is an established feature of American life, as commonly taken for granted as the corner drugstore or the neighborhood movie. We're proud that this is so. And our membership too is impressive—not far from the eight-million mark, as our magazine reminds us from month to month. But do we really know our own story? By what power have we come so fast and so far? Have we fully sensed our own strength? And how far does our reach still exceed our grasp?

Our Founders and pioneers thought in terms of the nation. Today, because of this great nation, our field is the world. And what a world it is! Peoples as close in point of time as lunch is to dinner are as far apart in their philosophies as a police state and an American police station. In some parts of this world hostile forces have in recent years attacked the

basic decencies of society—family life, law and order, freedom to worship, freedom to pursue truth.

Here in our beloved free country our children are better protected against physical ills than ever before. But how well are they protected against the social strains that are responsible for creating emotional disturbances and breakdowns? How much have we done to immunize our boys and girls against the unwholesome and immoral influences on which juvenile delinquency breeds?

"A great deal" is the answer. Yet a great deal more remains to be done. And on a dozen fronts we are working with a new sense of urgency and earnestness. Our Action Program for Better Homes, Better Schools, and Better Communities is being pressed forward by thousands of parent-teacher associations—and with remarkably heartening results.

IT MAY well be said that in the coming decade, which is bound to be a fateful one for the civilized world, we shall recapture—and express better than in the past—the spirit of our Founders. In a generation which had no need to argue that woman's place was in the home, they challenged the spirit which kept too many mothers there too much of the time. They used the tools of democracy—education and legislation—and taught others to use them for the support of a way of life that makes for sanity and peace. In the larger arena of the modern world, may we face our larger task with a like measure of understanding, imagination, and patience.

Lucille P. Leonard

President, National Congress of Parents and Teachers

Common Sense and Nonsense About Discipline

Paul and Adelaide Eiserer



© Bob Vose from *Black Star*

Just because so much is said and written about discipline nowadays we think it well to take a careful look at the subject, the better to separate sound principles from unsound notions. For discipline in the true sense is not only a necessary thing but a fine bulwark for life and personality.

This is the sixth article in the 1953-54 study program for the parents of preschool and school-age children.

WE parents of this generation have certainly been jogged out of our complacency in the business of disciplining children. Once we were pretty sure that our impulses were safe and sane guides, but we aren't so sure now. Then, too, how do we know what makes sense and what nonsense in all that we read and hear?

Let's try some straight thinking. Just what is discipline, really? What in the long run do we expect to achieve by disciplining our children? If we answer these questions honestly, we shall come out with a philosophy of child rearing that will, in turn, give meaning and direction to our discipline.

Discipline is a tricky word, we know. Different people mean different things by it. Webster gives us quite a list of definitions including two that, when applied to child rearing, spring from opposing philosophies: "Control gained by enforced obedience to dogmatic

rules" and, using the word as a verb, "To train in self-control to given standards." Those of us who uphold the democratic ideal prefer the second definition. We want our children to become people who can use their minds, their energies, and their feelings in ways that are healthful for themselves and helpful to others.

Suppose, then, that we look upon discipline as training toward the long-term goal of wholesome self-control. At once we realize what nonsense it is for anyone to set forth a quick formula that will solve all the many-sided problems and thorny complications of bringing up a child. Discipline is not a special code. It is not a stock of punishments to be used only when the child's behavior is displeasing. Quite the contrary. The experiences of most of us, in our own childhood or with our children, prove that

lessons in discipline are best learned when feelings are warmest and most cordial.

Neither does it make sense to think of discipline as something that occurs in a vacuum, completely detached from the rest of our living. Discipline goes on every day in every home. How a family feels, its attitudes and its ways of expressing them, create an emotional climate within which discipline takes place. And for good discipline the first requirement is an atmosphere of love and trust. This has been brought into sharp focus again and again. We all know that most seriously disturbed children come from homes where there is a great deal of friction and little love.

Time is another necessary ingredient—the time we spend with our children. If our lives are so filled up with a number of things that there are no hours left to play, talk, read, or just work in a comradely way with our growing sons and daughters, we are not putting a high enough value on good discipline. More than this, we are not really serious about our long-term goal.

Tale of a Lonely Lad

Jack and Amy are typical modern parents who made this mistake. Jack is an energetic, successful young executive. He and his wife are social leaders in their town. Everything seemed to come their way—except that their ten-year-old David was becoming more and more of a problem. At school he was a constant troublemaker. At home he was surly and demanding with his parents and mean to his five-year-old sister.

Jack's reaction to the problem was simple: "We've used the wrong kind of discipline. We've been a little too easy on the kid. I'll get a strap, after all—before it's too late." But fortunately Amy wasn't satisfied with this solution. She insisted on getting professional advice, and when they talked it all over with a counselor, they both saw how legitimate David's demands were. Jack had made everything more important than David. Evening after evening he had some excuse when David wanted help with his woodworking or baseball practice. Three or four nights a week the boy was left with a sitter. The rest of the time there were guests, or "Dad needs a quiet evening."

Amy had made her mistakes, too. Nancy was such a delightful, sweet child. It was fun to fuss over her and show her off now and then. She was still little enough to hold and cuddle, too. "Surely David doesn't want that?" Amy asked the counselor. "Well, not in exactly the same way, but he does crave your affection and attention. He wants to feel he's important to you, only in a big-boy fashion."

The minute David realized he was at last getting his share of his parents' time, his improvement was dramatic. Now he glows with satisfaction when Dad gives him an hour of undivided attention after din-

ner. He proudly shows off the things he made "with Dad." Furthermore, he has a real desire to please his father and a flattering way of imitating him.

Amy gives him all the chance he needs to tell about what went on in school or about who won the softball game. She listens to him attentively without keeping one eye on Nancy or one part of her mind on club lists. Sometimes she sits down and reads aloud to him to get him well launched into the exciting part of a story. Then he finishes it up by himself and tells her how it all ended.

In-between-age children like David are often pushed aside. Physically they are no longer dependent, but emotionally they are still very young and tender. They continue to need loving attention and real recognition of their worth. What looks like "badness" in such youngsters is often just an expression of needs unfilled—or of discouragement because parents expect too much of them.

Expectations—Great and Small

What behavior can we reasonably expect of our children at various ages? What short-term goals shall we set in discipline? We are all pretty well agreed that infancy is a time when no standards of behavior are required. Usually it isn't until the toddling stage that the baby first comes into conflict with his parents—the stage when he gets "into everything." Some parents slap the little hands that pull open drawers. Is this sensible discipline? What does it teach the toddler? That it is wrong to investigate? That Mother, who used to bring pleasure, now also brings pain? Obviously he can't be allowed to explore everything. But we would be setting our goals too high if we expected him to learn all at once what can and can't be explored.

A little later on, the preschooler begins to assert himself. His resounding "No" echoes all over the house. At this time good discipline consists partly in skirting difficulties, avoiding a clash of wills. We can do this by accenting the positive in difficult situations or being quick to substitute one attraction for another. But we can't do it by reasoning or arguing. The young child's language is still far too limited.

The school-age youngster needs still another kind of understanding. His problems are more difficult, but he can now understand "reasons why" and he can express himself. So he is able to talk things out—and this is certainly one of the most essential keys to his discipline and guidance. Those private two-way talks in which both sides have something to "get off their chests" are important and will be even more so in adolescence. The school-age child has a well-developed sense of fair play; he appreciates a square deal.

Also during the school years children learn much about the adequacy of their conduct through rewards and punishment. A good deal of nonsense is talked about punishment these days. Some parents even

claim that it is possible to rear a child without ever punishing him at all. When they say this, however, they are probably limiting the word to physical punishment, for every parent uses rewards and punishment in some form.

Physical punishment, like spanking, teaches the child to respond by submitting to stronger physical force. Hardly a democratic tool, is it? And it is fraught with danger as well. For some parents can't help releasing a disproportionate amount of anger as they spank. Suppose many things have gone wrong throughout the day and irritation and fatigue have piled up. It is all too easy to lift the lid and let off all the steam of the day (and perhaps some left over from our own childhood resentments) when we spank Billy for tracking mud on the living-room rug.



© Elizabeth Hibbs

The Deeper Hurt

Some forms of nonphysical punishment can have more serious results, however, than the average spanking. Punishment that involves withholding love for long periods of time can destroy a child's newly developing self-esteem. Moreover, such punishment starts a vicious circle; the more a child is rejected for being "bad," the worse he gets.

Jane's mother often resorted to this type of punishment. When Jane broke some particular rule of conduct, her mother spent hours ignoring her. The little six-year-old would trail around after her mother, first sobbing for attention and then deliberately doing things to displease her—hoping that this, at least, would make Mother notice her. Such punishment is dangerous. Too often it means longer and longer periods of rejection until in the end love and warmth are crowded out entirely.

When family relationships are affectionate and cordial a child's richest reward is an approving smile or word from one who loves him. Punishment too can be as simple as that—a look or word showing disapproval of an action without making the child himself feel rejected.

When the child is older, a system of penalties or fines can be worked out at a democratic family conference. Certain standards of behavior, suited to his age, should be maintained, but both rewards and punishments should gradually leave more and more of the control up to the child himself. In that way—gradually, over the years—he learns self-discipline.

Permissiveness is still another useful but much misunderstood tool of constructive discipline. Used in the psychological sense, *permissiveness* means allowing another person to be himself, however unpleasant this self may be at the moment, in the hope that if he feels he is accepted he will be able to change for the better. This positive technique, applied sensibly and at the right time, can be very helpful in disciplining children.

But permissiveness is *not* called for when Ellen starts tearing up her sister's books. At such a time no parent should stand by, grimly muttering, "I'll let her express herself. I'll be permissive if it kills me!" How much more sensible it would be to rescue the book quickly, expressing strong disapproval of the action but also showing Ellen that her desire to destroy Sister's property is appreciated as a feeling worthy of notice. Ellen must have a chance to express that feeling, to talk it over with Mom or Dad so that they'll learn more about her needs. Probably she, too, will gain more insight into why she feels as she does. In this sense permissiveness—that is, permitting the child to say how she feels—is necessary.

Just as there are no formulas for good discipline, so there are no short cuts. Discipline is part of a lifelong process—one in which we parents can give our children the proper start but during which we and they must continue to grow. Good discipline, as we have said, calls for a willingness to devote time and understanding to our children. Yet most of all it calls for a full measure of faith, hope, and love. We need to have *faith* that our children want to grow up to be good, that they want to please us, not outwit us. We need to have *hope*, to fill our daily lives with the happy expectation that our children will grow steadily in wisdom and in brotherhood. And we need the greatest of these, boundless *love*, so that our children can count on it through good days and bad, through the stumbling mistakes we and they will make, through all the trials that will lead at last to triumphant success.

Paul Eiserer, whose writings have appeared in many psychological and educational journals, is associate professor in the clinical psychology program at Teachers College, Columbia University. His wife, Adelaide Eiserer, has been a home economist and is now a free-lance writer. The Eiserers' ideas on child development are constantly being tested by their two daughters, aged four and nine.

How To Live With



© Eva Luoma

IT'S ONLY a few years since television bowed into the family circle. During 1948 and 1949 TV sales zoomed, and by May of 1950 about 40 per cent of the homes in urban centers like Chicago had sets. One study showed that in Evanston, a suburb of Chicago, 43 per cent of the elementary school children had sets at home. And these children were watching television for about three hours a day. Their parents, some of whom deplored the long hours their children spent before the TV screen, were themselves watching more than three hours a day on the average.

These parents, and many other adults as well, felt strongly about TV and its possible effects on children and youth. Television critics asserted that it too often provided a welcome nursemaid for the busy mother or a substitute for wholesome family discussion. Television, they charged, so usurped the leisure of chil-

Television, like many other products of science and technology, is neither good nor bad. If it remains a problem in the parlor, the fault lies with us. For the use of this electronic wonder, whether for good or ill, is in our hands.

Paul Witty

dren and young people that little time was left for other desirable activities. The majority opinion of such writers, whose enthusiasm hovered around zero, might be summed up thus:

"Television has little or nothing to teach us. Popular programs hammer away at the same old hackneyed themes. Most commercial programs are immature in humor, content, and appeal. Sponsors, out after bigger and bigger audiences, aim their programs far too low." One writer, gloomier perhaps than the others, declared: "Television may be as dangerous to culture as the atom bomb is to civilization."

Many parents agreed with these accusations. "TV is converting children into a race of spectators," they said. "It's making children aggressive and irritable." "Overstimulating TV programs are giving them sleepless nights and tired eyes." On the other hand,

some of the parents questioned in the 1950 study did react favorably, saying that family relations and companionship had been improved as a result of TV.

These and similar complaints were laid at the doorstep of TV in the 1950 study. By 1953, however, only about a third of the parents in our study were still reporting behavior problems. Their criticisms of TV had softened. More of them had come to accept television and to recognize its potentialities.

In reporting the 1950 study ("Parents and Teachers Vote on TV" in the October 1950 *National Parent-Teacher*), I observed that television was a problem chiefly in homes where parents let it become one and that in some homes it even appeared to be an asset. In the schools, too, where television was given proper recognition and guidance it seemed to foster both interest and learning.

This is about the way things stand today, only now almost all city children have TV sets at home and sit before them for hours. It is clear that TV is here to stay. We shall not only have to accept it as one feature in our way of life but see that our children make it part of a balanced program of activity.

TV's Tidal Growth

Television has certainly captured the imagination of the American people. In the *Chicago Tribune* for September 20, 1953, Larry Wolters wrote that back in June 1946 there were seven TV stations and only a few thousand sets in America. From the autumn of 1948 to the spring of 1952, the Federal Communications Commission put a freeze on permits for new stations. "When the construction ban was lifted . . . there were 108 stations in sixty-three cities serving eighteen million families, most of whom were watching TV upwards of twenty hours per week. Today 224 TV stations are on the air, and 284 other construction permits have been issued. Some twenty-five million sets within reach of eighty million persons are in use."

It was predicted that after the novelty of TV wore off, televiewing would drop rapidly. Were these forecasts correct? Table 1 presents findings from several studies made in the Chicago area. Although the average amount of time that parents devote to television has decreased a little, it is still very high. And children are now actually spending *more* time watching TV.

TABLE 1
Average Number of Hours Spent Weekly Watching TV, 1950-53

	1950	1951	1952	1953
Elementary school pupils . . .	21	19	22½	23
High school pupils	—	14	14	17
Teachers	—	9	11	12
Parents	24	20	20½	19

The Rise and Fall of Favorites

What about programs? Have tastes changed over the years? Let's start with parents' preferences, since many of these are shown at hours when children also watch television. Table 2 tells the story.

TABLE 2
Parents' Favorite Television Programs, 1950-53

1950	1952
1. Arthur Godfrey	1. I Love Lucy
2. Milton Berle	2. Arthur Godfrey
3. Sports	3. What's My Line?
4. Fred Waring	4. Mama
5. Kukla, Fran, and Ollie	5. Plays
1951	1953
1. Arthur Godfrey	1. I Love Lucy
2. Fred Waring	2. What's My Line?
3. Milton Berle	3. Omnibus
4. Sports	4. Arthur Godfrey
5. Mama; What's My Line?	5. Mr. Peepers

Arthur Godfrey's program is the only one that appears on all four lists. In 1950 and 1951 it ranked first. In 1952 it dropped to second place and in 1953 to fourth.

What types of programs are emerging as favorites? *What's My Line?* ranked third in 1952; in 1953 it moved up to second place. In the short time that *Omnibus* has been on the air, it has won rather general endorsement—at least among the parents who answered the questionnaire in the 1953 study.

How do parents' preferences compare with children's? Table 3 shows the favorites of grade-school pupils.

TABLE 3
Children's Favorite Television Programs, 1950-53

1950	1952
1. Hopalong Cassidy	1. I Love Lucy
2. Howdy Doody	2. My Friend Irma
3. Lone Ranger	3. Roy Rogers
4. Milton Berle	4. Red Skelton
5. Arthur Godfrey	5. Tom Corbett
1951	1953
1. Crusader Rabbit	1. I Love Lucy
2. Hopalong Cassidy; Adventures of Wild Bill Hickok	2. Superman
3. Howdy Doody	3. Red Buttons
4. Uncle Mistletoe	4. Dragnet
5. Lone Ranger	5. Roy Rogers

Criteria for Judging TV Programs

PROGRAM IS DESIRABLE IF IT

Provides enjoyment and is related to the child's interests, play, and other activities.

Meets the child's need for adventure and excitement in a wholesome way.

Helps the child to understand himself and others.

Aids the child in developing suitable ideals, values, and beliefs; stresses the democratic way of life.

Promotes the growth of interests, enriches play, and adds to the child's information.

Fosters appreciation of well-written and well-illustrated materials; stimulates wide reading.

Presents experiences suited to the child's degree of maturity.

Promotes language development; employs clear, correct, and interesting conversation or discussion.

Fosters an understanding of the world and of the child's responsibility for growing up to be an informed, cooperative citizen.

PROGRAM IS UNDESIRABLE IF IT

Is unrelated to the child's experiences and interests; encourages passivity rather than participation.

Is overly exciting and emotionally disturbing; shows excessive torture, terror, and punishment.

Is insincere, prejudiced, and unrealistic; presents people as stereotypes.

Glamorizes crime, lust, greed, cruelty, indecency, and intemperance.

Adds nothing to the child's knowledge; repeats commonplace and trivial experiences.

Is ill-timed, clumsily written, and badly illustrated; causes eyestrain or needless confusion in reading or viewing.

Portrays situations that are too mature to be understood or so infantile as to be absurd.

Uses an unsuitable vocabulary, one that is too difficult or too easy; employs faulty grammar, vulgarity, and language of the underworld.

Distorts reality; encourages the child to become fearful, insecure, dependent, and uncooperative.

Hopalong Cassidy, first in 1950, has been replaced, along with *Howdy Doody* and Milton Berle, other favorites of that year. In 1953 *I Love Lucy* led in popularity. *Superman* appeared second, followed by *Red Buttons* and *Dragnet*.

In 1952 and 1953 school children and their parents were asked to list the programs they disliked. Table 4 shows their responses.

TABLE 4

Programs Disliked by Children and Parents, 1952-53

1952 Children	1953 Children
1. Howdy Doody	1. Howdy Doody
2. Milton Berle	2. Westerns and cowboy programs
3. Captain Video	3. Milton Berle
4. Western programs	4. Captain Video
5. Murder mysteries	5. News programs
Parents	Parents
1. Murder mysteries	1. Murder mysteries
2. Milton Berle	2. Westerns and cowboy programs
3. Wrestling	3. Milton Berle
4. Western programs	4. Old movies
5. Howdy Doody	5. Wrestling

Howdy Doody, very much liked in 1950, was unpopular in 1953. Milton Berle, another 1950 favorite, also tobogganed into disfavor. As for the newscasts, why did young viewers rate them so low? Several explained that newscasts interrupted their favorite programs, and, as one child said, "News programs aren't for kids."

Please, Mr. Producer

Parents and children were also asked to suggest kinds of programs they would like to see added to the current television offerings. In 1953 the older children asked for more comedy, plays, musical programs, and new movies. The younger group wanted more comedy, cartoons, science, and a wide variety of educational programs including dramatizations of favorite books. Primary grade children requested more children's plays and programs on hobbies and crafts. Parents, too, asked for more music, newer movies, better plays, a greater variety of educational programs, as well as more historical subjects.

Many parents requested educational programs that "encourage children to read more." These mothers and fathers noticed that their children were reading less now than before they had television, and pupils'

replies confirmed this. Some parents suggested that more children's programs be scheduled at hours favorable for viewing. Others stressed the need for greater discrimination in the choice of present offerings. And many were looking forward to the opening of Channel 11, Chicago's newly assigned educational TV station. Hadn't *Ding Dong School* proved that a superior educational program could be highly successful?

These parents' suggestions are excellent indeed. It should be kept in mind, however, that they came from only a small part of the group surveyed. Many of the others seemed to be indifferent to the effect of TV on their children. One such parent wrote: "TV offers no problem in our home. We've simply adjusted our whole schedule to it." Another admitted, "Yes, our children do read less, but so does my husband and so do I!"

No Eclipse for Books

The problem of reading was most frequently mentioned by parents. What ill effects might televising have on children's reading and study habits? Here I think is a central problem to which parents can make a positive contribution. Often, it seems to me, fathers and mothers do not appreciate sufficiently how much their own behavior and attitudes affect their children. If they themselves read little, rarely share books with their children, and seldom turn to books for information and enjoyment, it is not surprising that their children are not interested in reading as a way of spending their leisure time. On the other hand, if children see their parents finding real pleasure in reading, they too will quite likely turn to books.

The same principle applies to television. If parents discuss, compare, and evaluate various programs in the family circle, their children are likely to choose programs with discrimination. If the whole family together plans a schedule for televising, the results may help everyone. And if, in addition, parents make an effort to suggest books about topics presented on

favorite programs, the children will probably read more, instead of less.

Accessibility of books is of course important in the development of reading interests. Parents should therefore build up a varied home library and also encourage children to take advantage of the public library.

Skill in reading is still another consideration. We know that many children turn to comic books and to television because in these activities they are not penalized by poor reading ability. Such youngsters should be helped to read more effectively. Here parents can do a great deal, although some of them may also lack the skill to read fluently and enjoyably. There is hope for them as well as for their children. Reading ability can be improved, as we have discovered at the Northwestern University psychoeducational clinic. Our experience shows that both adults and children can become better readers and thereby acquire a deeper interest in books.

Television, let me repeat, is here to stay, and we parents and teachers will have to accept it. But this is not a summons to grin and bear it or even to concentrate all our efforts in the direction of better programs. If by some magic every program, beginning today, were to be a model of excellence, we parents and teachers would still have an important task: to teach our children to use wisely this electronic wonder that scientists and engineers have given to us. One parent questioned in the survey put the problem sagely when he said, "Life should be lived, not watched."

*Paul Witty, professor of education and director of the psychoeducational clinic at Northwestern University, was one of the first educators to survey the effects of television on children. He is also a distinguished expert in the language arts, and his newest book, *How To Become a Better Reader*, has brought thousands the enrichment of good reading.*

A BELOVED CHILDREN'S BOOK

Hunched in her little red dressing gown on the floor,
 "Mother," she says, "I think you've read this book before!"
 So many times! First to myself. Inside it is my name
 In those large toothy letters children frame
 When first they learn to write. This book is part
 Of all remembered playrooms in my heart!
 Then to my sisters! Both their names are there,
 When each grew old enough to want a share
 Of a loved story. Then to my sons, one grown,
 Who not too long ahead will have his own

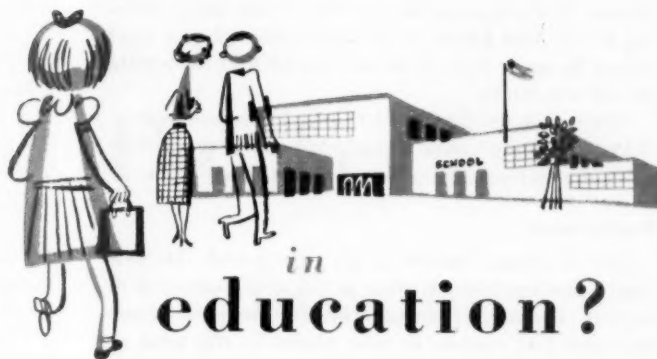
Small listeners to make their penciled claim
 And run a line through any other name!

"Read! Read!" she says, my little lady-child,
 Impatient that I only dreamed and smiled.
 She'll be the next discoverer to know
 This changeless world that waits for minds to grow—
 And on the flyleaf add her signature
 To all the explorers who preceded her.

—VIRGINIA BRASIER



What's
happening



in
education?

● So much that happens in education never gets into print—little things, or are they so little?

Sportsmanship

I couldn't help seeing the boy as I came into the classroom because he sat at the teacher's desk. The teacher herself sat in one of the standard cafeteria-arm student chairs as she led the high school class in a grammar review. That the boy had been excused from the classwork was apparent, because the task at the teacher's desk absorbed him completely.

Even though he hunched his man-sized body over the desk I saw what he was working on—a bright poster quartered with such violent pinks, reds, and electric blues as only a boy would think of putting side by side. One big fist clutched a lettering pen with which he painstakingly drew heavy black lines.

"Jim," said the teacher, "can you show us the text of your poster?"

From recesses of worn blue levis Jim pulled out a crumpled bit of paper. It read:

*The hand that lifts the cup that cheers,
Should not be used to shift the gears.*

"Jim is making a safe-driving poster," explained the teacher. "That's what he wants to do."

As the big boy turned back to his lettering I noticed the thick lenses of his glasses. He bent his head low, intent on a labor he clearly loved.

When the period bell rang the other students left, but Jim continued to work silently. As I walked toward the door the teacher said to me in a low voice:

"Jim had quite a blow today. He wants to drive more than anything in this world, but today he failed his driving test for the third time. He'll never get a license."

The Fern

The green fern dominated the classroom. My grandmother had one—she called it a Boston fern—but it never attained such luxuriance as this. Some of the fronds arched down fully four or five feet, almost

concealing the pedestal and the jardiniere in which the fern grew.

"This is the third fern I've had in this same classroom," said the gray-haired teacher with understandable pride.

On the walls of the classroom were scenes of England, its cathedrals and its countryside. This was an English classroom in which you felt the affection for English literature. But dominating all else was the fern—green, ever-renewing, vigorously throwing out new fronds.

Later, when I had a few words in private with the high school principal, he said:

"Miss N. retires next year, and everyone will miss her. She taught the parents of many of the boys and girls now in our school. The parents tell me that they say to their children, 'Be sure to get as much work as you can with Miss N. before she retires. She'll make you work hard. You'll be required to read at least one book every week. But you'll always remember her classes as a high point in your school career.' There's always a waiting list for her classes."

As I left the school I thought, "What could be more satisfying in life than to be remembered as a favorite teacher in a sunny room with a large green fern?"

Ride

"You a teacher, huh?" asked the New York cab driver.

"Yes, that's right," replied the passenger.

"How is it, teaching?" said the cabbie. "You ain't never going to see me again, so you can tell me the truth. How is it? How much money can you make in the teaching business?"

"In this town," said the passenger, "a little better than \$4,000 a year."

"Gee, that all? \$4,000 a year? Pretty tough kids, too, eh?"

"Yes, pretty tough. Young fellow I know started a class last week. The kids met him at the door and frisked him before they would let him in."

"Yes, they're tough in New York," chimed the

driver. "Only \$4,000? Know what a guy makes driving a cab? You know, an ordinary, average-type guy? About \$5,000 a year. If he can't make that he oughta get off the street."

"Do you make that much?" asked the passenger.

"You kidding? Sure. I make \$7,000 a year. Why don't you get yourself a better racket, bud?"

Professional

The chairman looked at his wrist watch. He saw that it was ten o'clock, time to begin the convention section meeting. Through the double glass doors streamed late comers to take places in the rows of hotel chairs. On either side of the rostrum sat the other panel members with their notes spread out on the green felt cloth that hotels throw over convention tables. All but one seat on the platform was filled, the one on the far end nearest the glass doors.

"We are saving that for Dr. R.," said the chairman in a low voice. "She is ill. We don't know whether she will be able to come."

And then Dr. R. appeared in the doorway, leaning heavily on the arm of a friend. Slowly she made her way to the platform and sat down with the relief of one who has at last completed a long, tiring journey. The chairman walked over to welcome her. She turned her head slowly toward him as if even that slight motion required all the strength she could summon.

"What a very ill woman," whispered one of the panel members.

"Yes, she is," replied another, who knew her well. "She was ill when she left home. Her friends tried to persuade her not to make the trip, but she said she was going to participate in this convention if it's the last thing she ever does."

And then he added, "It may well be the last thing she ever does."

Problem Case

"Read?" asked the teacher incredulously, "Ask my pupils to read books? You don't know them. I can't even get them to read the textbook. Books are completely foreign to them. Why, I think it is safe to say that there isn't a book in a single home my kids come from, unless it is a comic book or perhaps a Mickey Spillane. No, there's no use trying to get these kids to read books."

"These books are different," I said. "These are the kind of books with bright covers that they see in drugstores. Take a few along and try them."

Two weeks later the teacher telephoned me.

"What happened to the books?" I asked.

"That's quite a story," he said. "Last Thursday three kids came to me and said they wanted to start a book club. Said they had money to start it. The leader was a girl—our chief problem case. Well, you know how kids are. They get flashes of enthusiasm.

I figured they would forget this over the week end."

"Did they?" I asked.

"No, they didn't. They came right to my desk on Monday morning and said, 'When can we send in our order? We've got some more money.' So I let them do it. Now every morning they say 'When are our books coming?'"

Three weeks passed. Another call.

"Did the books come?" I asked.

"Sure, they came. The kids like them. They're actually reading books for the first time! But I'm in trouble."

"How's that?" I asked.

"Well, some of the other teachers object. They say the children are reading when they ought to be listening."

• • • • •

● *Time once again to report the big ten educational events of the year, as voted upon by members of the Educational Press Association in the twelfth annual selection. Here they are for 1953:*

1. Congressional investigations into alleged Communist activity in schools and colleges revealed that the effects of subversive influence are now at a negligible point.

2. Juvenile delinquency cases rose sharply during the year, causing many school systems to reexamine their part in combating this blight.

3. In May and November, respectively, the first two educational television stations—at Houston and Los Angeles—went into operation.

4. The membership of the National Education Association passed the five-hundred-thousand mark for the first time in the organization's history.

5. Samuel Brownell was named U.S. Commissioner of Education, following the sudden death of Lee M. Thurston.

6. The U.S. Supreme Court reheard arguments on five cases involving segregation in the public schools of South Carolina, Virginia, Kansas, Delaware, and the District of Columbia.

7. Congress created the Department of Health, Education, and Welfare.

8. Educators recognized the importance of introducing foreign languages into the elementary grades.

9. Under pressure from attacks of varying kinds—from sincere citizens, propagandists, and foes of education—schoolmen strengthened the emphasis on the three R's.

10. The Eisenhower administration agreed on a policy of gradual withdrawal of the federal government from established programs such as the school lunch, vocational education, and land-grant college assistance. This policy is yet to be tested in Congress.

—WILLIAM D. BOUTWELL



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Sir Richard Livingstone

This is the sixth article of the 1953-54
study program on
the age of adolescence.

Do They Know the Meaning of *Excellence?*

INNUMERABLE books have been recently written about the future of the world and the problem of peace; they have discussed every conceivable economic and political project; but how many of them have shown any perception of the obvious truth that human character is the most important element in the problem, or devoted any thought to the question of its improvement?

Of course, any attempt to train character is dangerous and must be undertaken with full perception of its danger. Many notes must be harmonized if the full music of the human instrument is to sound; gentleness and courage, boldness and prudence, inquisitiveness and reverence, tolerance and firmness, confidence and humility, stability and freedom. It is a difficult and risky attempt to make a man. But we have only to look round to see the disastrous results of declining it.

Pathway and Goal

In a future not, one hopes, too distant, we may see something in education corresponding to the practice of medicine. If a person is rheumatic, he is warned not to do certain things and is told to do certain other things. In physical medicine a treatment is devised to preserve health and to guard against the particular disease to which the individual is inclined. Might we not have a similar aim and comparable treatment in education to preserve the health of the character? Might we not devise a sys-

tem of education which shall try to cure the weaknesses to which human beings are inclined and to encourage the virtues which they require? We do it to some extent, but might we not do it much more methodically and scientifically?

How should we proceed? We should decide what virtues we require and the best way to develop them. We should note the merits and defects of our own and other nations and try to discover their origins. We should consider the special weaknesses of our own age, the peculiar temptations and dangers, moral and spiritual, to which it is exposed, and how to counteract them.

We may learn something from a remarkable experiment to which England has recently been forcibly submitted. Since 1939 we have had an education in behavior which may have done little for our knowledge or brains but has had a powerful and mainly beneficial effect on our characters. It has been given outside our schools and universities and by a rough teacher—the war. Britain between 1940 and 1945 was a better country than in 1939. There was infinitely less “passive barbarism”; there was some of the littleness of man but far more of his greatness. If we note what has given us this new spirit in war, we might devise means that would keep it alive in the difficult world of peace.

War imposes a great common purpose on a nation, which burns up minor and meaner forces in its consuming flame. And it imposes the attitude and conduct which result from a common purpose. How can we retain in peace these two things which war has temporarily taught us: a great common aim and the spirit of fellowship?

I am proposing a methodical and thorough preparation for an important operation, and the following remarks are not intended to be anything but very elementary first aid. I suggest that there are two main elements of character training.

Experiment in Character

The first is training in social behavior. Self-centered, self-willed creatures as most of us naturally are, it is our fate to be citizens, members of a community. Men are born to four citizenships: they should be able to live as good members of their family, of their community, of their nation, and of the whole human society. How many of the world's troubles can be traced to a failure in one or other of these citizenships—to our never mastering the art of living with others, in the family, in the community, in the nation, in international relations! In the art of living as good members of the human race, men have almost everything to learn.

Democracy, more than any other form of government, needs good citizenship. Under a dictatorship, men are forced to fall into line. But in a democracy things are not so simple. Freedom is of the essence

In the end all plans for a more perfect world rest on one foundation—character. To perfect the world we must begin with its people. This point has never been made more forcefully than by Sir Richard Livingstone, one of Britain's most distinguished educators. Since we have long wanted to share his ideas with our readers we welcome this opportunity to present a portion of his book, “Some Tasks for Education.” The article is a condensation of Chapter II.*

of democracy. But it has to be the freedom of service self-chosen and sometimes of sacrifice self-imposed.

How can we confirm our virtues and cure our weaknesses and make liberty and democracy secure? What is education doing about it? What can it do?

We are beginning to give such a training. Let me mention some instances and suggest some possibilities. First in time and high in importance is the nursery school, where in infant years the child learns to live in a community. Then the day school, through school societies and common activities, makes its contribution. The more democratic its internal government, the more its pupils learn to manage their own lives, the better. School camps and camp schools can do valuable work. Scouts and Guides and youth movements are important schools of citizenship. Churches, guilds, trade and professional associations, trade unions—all organizations in which men live as part of something greater than themselves—contribute.

So far I have argued that we should give everyone a training in the habit of citizenship. It is an indispensable part of the equipment needed by every citizen. But it is not the only equipment that he needs. Good citizenship and low civilization can go together. The Spartans in the ancient world, the Nazis in the modern, are examples of admirable public spirit and complete devotion to the state.

Without social training no character is prepared for life. But by itself such training is incomplete, and even dangerous, unless concurrently men learn to take a master, and the right master. If you ask

*Published in 1946 by Oxford University Press and printed in condensed form by permission.

what I mean by this, I will point to an example where civilized men have taken a master, to their great advantage and advancement. He can be found, presiding, unseen, in any true law court. For in accepting law, men disregard private prejudices and preferences, to serve voluntarily a master called Justice.

But law governs only a part of human life, and outside its kingdom anarchy reigns. To bring more of life under a great master is a major problem of our time. In judging any individual or nation, the most searching question that can be asked is: "Whom has he taken for master, and how faithful is his service?"

What master should we take? Whom, even when we do not obey him, should we admit to be the legitimate sovereign over the whole of life? I would suggest that we might accept excellence as master. You may dismiss such an idea as a high-brow fancy. But in fact it is a general human instinct to pursue excellence. No woman and few men would be pleased if you said that they did not know the difference between good and bad in dress. People interested in baseball or football are not satisfied with the second-rate. People engaged in commerce and industry would be annoyed if you suggested that their methods and organization were inferior. In everything from games to religion, from gardening to politics, there is a quest for excellence.

A surgeon or a physician is trained by watching masters of the art at work, and learns from their excellence something unforgettable, not to be learned from lectures or books. In a school of architecture or painting, the pupil is shown, in reproduction or otherwise, the masterpieces of the art. The same principle holds for the teaching of law, of engineering, of every occupation, whether professional or technical: The learner is or should be brought in touch with the best practice of his art or trade, so that he has a standard to judge by, a mark at which to aim. In everything, we think it essential to know the best, however much we may come short of it. Always, soon or late, humanity turns to excellence as naturally as a flower turns to the sun. Mankind crucifies Christ and executes Socrates, and they die amid derision and hatred; but in the end they receive the homage of the world.

In Search of the First-rate

There are four fields in which excellence is the concern of everyone. First, a man should know the highest standards and best methods in his own job, so that he may do it as well as he can. Professional pride, a sense of craftsmanship, are acknowledged virtues. But if he goes no further than this, he is a limited human being. Important parts of civilization are art and architecture, music, literature—flowers that grow out of the nature of man, reveal his char-

acter and adorn it; there too we should know what is first-rate and not be taken in by the second- or third-rate.

Next, if we are to have a first-rate community, everyone should know what is first-rate in national life and have an idea of the kind of state the Divine Architect might create with perfect human beings. With such an ideal, slums, disease, uneducated masses, hideous industrial towns, a disfigured countryside, would never have been or would have vanished long ago. It is common to sing Blake's words:

*I will not cease from mental fight,
Nor shall my sword sleep in my hand,
'Till we have built Jerusalem
In England's green and pleasant land.*

An excellent ambition; but the building of Jerusalem needs mastery of design as well as laudable aspirations. It is part of patriotism to love the country one has, but part also to know how to make it really worthy of love.

Finally, everyone should know what is first-rate in human character and conduct, for on the achievement of this everything turns. Most people are fortunate enough to meet living examples of the first-rate in character. But the great sources of our knowledge in this field are religion and the subsidiary realms of literature, history, and the arts. A school or university which fails to show its students something of these models of human excellence sends them into life ignorant of the knowledge which they need most, and neglects the chief duty of education.

Our task in character training falls under two heads. We have to develop the qualities necessary for life in a community: But, by itself, such training has two dangers: It might produce either a world of human bees or ants, efficient but limited and static, or a highly disciplined mass like the Nazi youth, whose social virtues were directed to disastrous ends. Hence the importance of knowing the right end; and the right end is the first-rate in every province of life. This is the greatest of all branches of knowledge, and it should be the center, though it is not the whole, of education.

May not the desire to make first-rate human beings and a first-rate society replace, or rather carry on, the spirit which united and inspired us in the war and be a master whom all would accept? Is not that in itself a sufficient motive for life? To see the vision of excellence, so far as our limitations allow; to get at least a glimpse of the unchanging values of the eternal world as they are revealed in whatever is beautiful and good in the material world of earth; to attempt to make one's infinitesimal contribution towards a society which will embody them more fully than does our own—to do that is to take seriously the tremendous words of Christ: "Be ye therefore perfect, as your Father in Heaven is perfect."

The Inner Resource

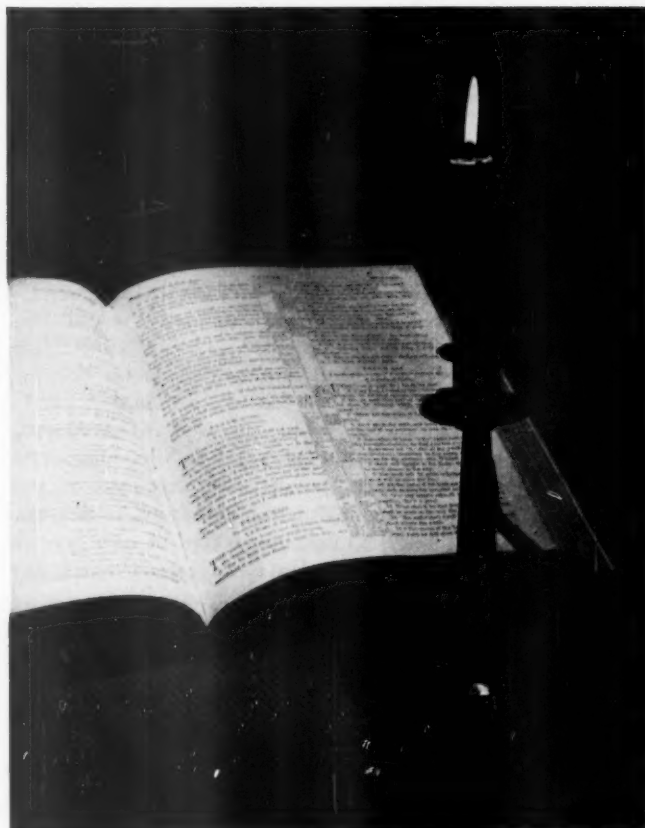
Bonaro W. Overstreet

The words that come tumbling out in our off-guard moments don't whirl out of nowhere. By taking thought we can trace them back to their unmysterious source and decipher their message for us.

THE Psalmist of old prayed to his Lord, "Let the words of my mouth and the meditation of my heart be acceptable in thy sight."

Socrates, speaking out of another age and another culture, made his prayer also. As any one today, putting behind him the noise of the city and the demands of his daily work, might go out into the green woods and there feel within him a sudden spiritual yearning, so Socrates felt, well over two thousand years ago, on a day when he went out from the streets of Athens into the countryside. "O Pan, and all ye other gods that haunt this place," he prayed, "make me beautiful in the inward soul, and may the inward and the outward be at one."

The modern psychologist talks a more prosy language than did these ancient makers of prayers. Yet one of his basic insights makes him a companion in understanding to these men who raised their voices to their different gods. He too knows—and underscores the fact with clinical evidence—that if life is to be sound, it must be *whole*. It must not be split into jangling pieces either by inner conflicts or by contradictions between inward feelings and outer behavior. If a human being is to enjoy mental and emotional health and establish sound relationships with his world, the "private self" and the "public



© H. Armstrong Roberts

self" must be of one piece. The words of his mouth and the meditation of his heart must alike be acceptable.

Disturbing Disclosures

The psychologist, as a matter of fact, pushes his insight further toward its logical conclusion than did the prayer makers. They yearned toward the unity of inward soul and outward expression. The psychologist says flatly that there is no way in which the individual can be sound in the one and unsound in the other. He is not two people; he is a single person. The words of his mouth and the meditation of his heart *must* both be acceptable, else neither will be. The inward soul and its outward expression must be phases of one embracing beauty, else both will be tainted.

VI. *The Words of Our Hearts*

Almost everyone has shocked himself at some time or other, or many times over, by saying aloud what he privately thought but did not intend to say. The words, he tells himself, just came out of their own accord. Or his words may have remained obedient while his tone of voice went off on its own, so to speak, and gave him away. We have all had experiences of this sort, but too few of us have asked them to yield up their meaning. For the most part—because they have been embarrassing or have shown us ourselves in an unflattering light—we have hurried them out of consciousness. Or if our words and voice have created an awkward situation, we have made haste to disclaim them: "I don't know why I said that" or "I don't know why I sounded that way."

This brushing aside of our unwanted expressions is rarely convincing to ourselves or anyone else. The

hard fact remains that we spoke as we did *for some reason*, and this reason *lay within ourselves*. Our words and tone of voice did not actually disobey us; they obeyed some part of ourselves that we would prefer not to acknowledge.

The unwise human being, after an embarrassing experience of this sort, may lie awake at night asking himself angrily "Why do I always have to make a fool of myself?"—but without moving beyond that question to any calm search for an answer. The wise human being may also lie awake for a while, because he needs time and quietness to think things over. He too may wonder about his daytime clumsiness. But his thoughts will not go around in an angry circle. They will have direction. He will ask himself, in one way or another, "What feeling of mine did those words stem from? Why did I feel that way? What part of myself have I been trying to disown?"

The wise person, in short, is never content just to put on a good act or to create a good impression. Neither does his discontent stop short at the problem of his having put on a bad act or created a bad impression. His concern is with the mental and emotional texture of life. He knows that while the slogan "Save the surface and you save all" is excellent for a paint company, it does not work for a human being. For him the "all" has to be saved. The "all" has to be sound and whole if the "surface" can be trusted to make spontaneity of word and action a safe venture. Where the "all" is unsound, where the inner life of the individual is not to be relied upon, surface behavior will be inept or stilted or both. No matter how carefully it is guarded, the inner ugliness, poverty, and confusion of spirit are bound to show through.

Where Knowledge Falls Short

We have come to know, in this psychological age, how important human relationships are and how closely the health of these is tied up with the emotional health of the individual. It is good for us to know this. It is good for us to realize, as Gardner Murphy has put it, that the world and the self flow into each other.

Yet there is reason to suspect that our knowledge in this area has often stopped short of understanding. It is as though we have grasped half the truth, found it exciting, and become so eagerly absorbed with it that we have had no attention left for the other half.

This *knowledge that is not understanding* has shown itself in two ways—as a depreciation of privacy and as a tendency to turn psychological insights into a "bag of tricks" for getting along with people. Certainly it is a sound idea for us to learn all we can about the emotional and social interactions of human beings. Yet there is grave danger of our coming to believe that an emotionally healthy person is

almost never alone and that the mark of his success in human relationships is his capacity to get other people to do what he wants.

This decidedly is not the point of view the psychologist has tried to impart. His concern has been with the fact that our inner life of thought and feeling and our outer life of behavior and relationship are *inseparable in their quality*. The person who is always at odds with his fellow human beings cannot know the meaning of inner peace. And not even the brightest of tricks will enable the person who has no depth of inner experience to have more than superficial contact with other people. He may be the life of the party, but the light he casts will have no warmer glow than that reflected from a tin plate.

What we have to contribute to our human relationships is precisely the same thing that makes it possible for us to enjoy the times when we are alone—our inner resource. The words of our mouths will not have depth if the meditation of our hearts is shallow. They will not have outreaching warmth and generosity if the meditation of our hearts is chiefly marked by grudges, resentments, and jealousy.

Wholeness Through Solitude

The French poet Baudelaire once observed, "He who does not know how to people his solitude does not know either how to be alone in a busy crowd." He spoke a profound truth there. Only the person whose privacy is rich in texture can maintain the inviolate integrity of his selfhood even under the crowding demands and pressures of life. For our present purposes, however, we would like to modify his statement to read, "He who does not know how to people his solitude does not know either how to be with other human beings in affection and understanding when he is with them in body."

When we are with other people we chiefly do two things: We *take in* (but do not have time to assimilate what we take in), and we *give back* what we already have in store. It is when we are alone, when we are not having to lend our attention to people or react to what they say and do, that we can carry on the other necessary half of life that complements and completes the social half. It is when we are alone that we can think things over and assimilate what we have taken in, make it part of ourselves. It is when we are alone that we can say with James Stephens:

*I would think until I found
Something I can never find,
Something lying on the ground
In the bottom of my mind.*

It is when we are alone that we can, in quietness of spirit, let the world of nature and the self flow into each other, so that we come to feel how deeply and securely we are part of a universe infinitely larger than ourselves.

It is when we are alone that we can responsibly decide what we most care about in life—how we are ready to define the good, the beautiful, and the true and what service we can render in their behalf. Oddly enough, it is when we are alone, not immediately reacting to this or that specific individual, that we are best able to sense the meaning of all the experiences we have had with all the people we have known. It is then that, under all particular voices, we hear the "music of humanity," know that it is music in spite of all discords, and know that our own life belongs within the symphonic whole.

It is, in short, when we are alone that the meditation of our hearts has a chance to become so deep in its integrity and so rich in its texture that we can trust the words of our mouths.

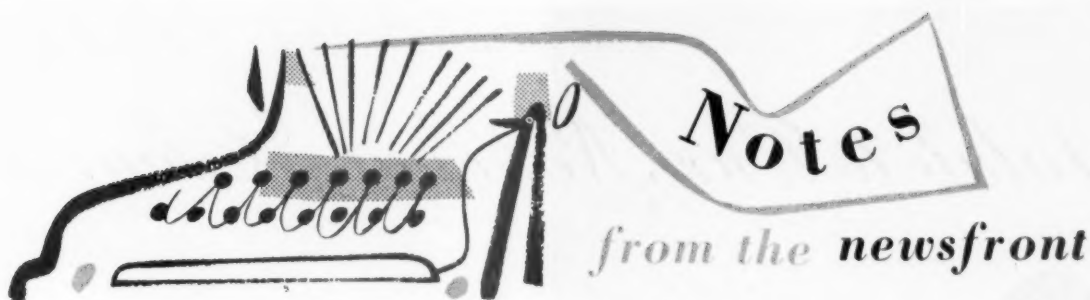
A STORY FOR BROTHERHOOD WEEK, FEBRUARY 21-28

Like other children all over the world nine-year-old Syeda Saiyidain wanted playmates, but she met with rebuff. Her story of that rebuff and what came of it is worth retelling during Brotherhood Week, sponsored every year by the National Conference of Christians and Jews. This incident actually took place in India, but with a few minor changes it probably might have happened in your own home town. Syeda's story appeared in full in the UNESCO *Courier*. Here is a shortened version:

"Last year we came to Delhi. At first I was very lonely. I had no friends. One day a girl met me and said, 'Come and play with me.' I was very happy. After some time her other friends came. And one of them asked me, 'What is your caste?' I said, 'We do not believe in caste.' Then one girl said to me, 'But what are you?' I said, 'I am a little girl.' She became annoyed and said, 'Don't be funny, are you a Muslim or a Hindu or a Christian or a Parsi?' I said, 'I am a Muslim.' Then she said, 'We won't play with you.'

"The next evening we were all sitting in the drawing room. The bell rang 'Tring, tring!' I opened the door and saw a tall Sikh gentleman with a long white beard. His wife and a girl of my age were with him. Father said, 'Tell them to come in.' I did and then ran into my own room. Afterwards I asked Mother, 'What did that old gentleman say?' Mother said, 'They heard that some girls refused to play with you. So they came to say, "If nobody plays with your sweet little daughter, my daughter will."' So I started to play with her. And then do you know what happened? Other girls joined us.

"One day my eldest sister, who has passed her B.A. and thinks she is a philosopher, said to me: 'Syeda, how many friends have you now?' I said, 'Oh, lots and lots.' 'Who are they?' 'They are all little girls, Hindus, Muslims, Christians, Sikhs, and all, and we have now made a little club. Its name is Happy-go-lucky Club.' Then my sister said, 'There are so many people in the world. If they also become friends like you little girls, they can make the world a Happy-go-lucky Club. Can't they?'



Skip the Heroics.—If you should wake up some night and find a burglar in your room, the best thing you can do is to lie still and let him think you're asleep. Don't risk your life to save a few belongings, advises Richard L. Holcomb, specialist in police methods and authority on burglary lore. After all, you're more important to your family than a chest of silver or a fur coat!

Education Center.—Ground has been broken in Washington, D. C., for the new home of the National Education Association. Plans call for the completion of the first unit, an eight-story office building, within a year. The entire five-million-dollar project, it is hoped, will be finished by 1957, the one hundredth anniversary of the founding of the N.E.A.

Break for Housewives.—The Norwegian Parliament has earmarked \$56,000 for housewives' holidays, an increase over the \$37,800 that lawmakers set aside for the same purpose last year. Through this fund many women who could not otherwise afford even a short vacation may get time off from the demands of sink, stove, and washer.

Noise on the Payroll.—Like poor ventilation and poor lighting, too much noise can be a costly item on an employer's budget, according to a recent industrial study for medical schools. It lowers workers' efficiency. Moreover, a loud, prolonged racket can cause pain, nausea, headache, and even hearing loss. A strong enough blast can impair hearing immediately.

Television Hits.—Programs of WOI-TV, pioneer in the use of television for education at Iowa State College, have proved so popular that commercial stations have requested recordings for rebroadcasting. WOI-TV is obligingly kinescoping or recording fifty of its best liked shows and offering them to telecasters free.

"Forward on Liberty's Team."—This is the theme for the 1954 celebration of Boy Scout Week, February 7-13. Schools, churches, and civic organizations will join the Boy Scouts, who now number more than three million, to mark the organization's forty-fourth birthday.

New Turn in Traffic.—The Barnes Dance has made an appearance in Evanston, Illinois. This is not a new ballroom step, but a system of traffic control. Under the plan, named for Henry Barnes, a traffic engineer of Denver, Colorado, red and green lights flash on and off as usual, but green means "go" for drivers only. Pedestrians get their turn during a twenty-second interval when all lights at the intersection are red. At this signal every vehicle stops, and pedestrians may cross in any direction, even diagonally.

For Whom the Bell Told.—Do you know the last time our revered Liberty Bell rang and for whom? It rang in 1835 upon the death of the famed jurist and Chief Justice of the United States, John Marshall. And it has never been rung again because it was on this mournful occasion that the bell received its famous crack.

To Reach the Hard-To-Reach.—If young people don't come to youth centers, it's up to youth agencies to go to the young. Ralph W. Whelan, executive director of the New York City Youth Board, told an annual meeting of social workers in Buffalo, New York. Workers on his own staff seek out and make friends with youthful gangs on street corners, in poolrooms, drugstores, and other haunts. Winning the trust of these boys and girls, and especially of their leaders, is an important first step before energies can be diverted into wholesome channels.

Our Wage-earning Women.—Uncle Sam reports that of the ten million women drawing pay checks in the United States today, fewer than 1 per cent earn \$5,000 or more a year, and 80 per cent earn less than \$2,500.

The Practice of Patience.—Jewelers work with tiny objects that call for great care and patience. One jeweler who teaches watch repairing has worked out a way of impressing his students with the need for these virtues. He gets the idea across by drilling a hole in a human hair and threading another hair through it. The first time he did this it took him hours. Now he can zip through the feat in less than a minute.

Potent Drink.—Don't down your lemon juice straight, warns Dr. James R. Wilson of the American Medical Association. Undiluted lemon juice taken over a period of time can dissolve the enamel of your teeth. Whenever you take lemon juice, mix it with plenty of water, hot or cold, and after drinking the mixture, rinse your mouth thoroughly with clear water.

The Happily Retired.—It takes a certain kind of person to enjoy retirement, they're learning in a study conducted by the University of Chicago. The best candidates are those who come from a low-income group, who have disliked their jobs, and who have a taste for gossip.

Washington Assignment.—Mrs. Newton P. Leonard, president of the National Congress of Parents and Teachers, was recently appointed to the Public Advisory Board of our government's Foreign Operations Administration. Representing Mrs. Leonard on the Senior Staff Assistants' panel and designated as a special consultant to the Foreign Operations Administration is Mrs. Eva H. Grant, editor of the *National Parent-Teacher*.

Salute to Our National Chairmen



FOR THEIR DEVOTED SERVICE

AS WE celebrate Founders Day on February 17, the birthday of our great organization, it is fitting that we salute the men and women who head the standing committees of the National Congress of Parents and Teachers. For theirs is the important work of sustaining and strengthening the parent-teacher program—of translating goals into activity, ideals into reality.

Taken together, their concerns are broad, as broad as the world in which children live. If proof of this is needed, scan the list of national committees. It is a list that ranges from Art to School Lunch, from Preschool Service and School Education to Cooperation with Colleges, from Parent Education and Home and Family Life to International Relations. In these wide-ranging titles you will find the core of concern that is the heart of the parent-teacher movement. And in the united service of the committee chairmen you will find the coordinated program of the P.T.A.

These men and women, to whom leadership has been entrusted, bring to their tasks a deep sensitivity to human worth, a wealth of knowledge and insight, and a keen awareness both of what children need and the obligations of society in regard to these needs. Our chairmen are gifted, too, with generous hearts, for like all other members of the National Board, they serve in a volunteer capacity. What is their lasting reward? The satisfaction of knowing that they, along with millions of others, are helping to create the good life for all the nation's children and youth.



Dr. Raymond F. Hawk
Cooperation with Colleges



Dr. Esther E. Prevey
Home and Family Life



Mrs. Floyd B. Newell
International Relations



Dr. Ralph H. Ojemann
Parent Education



Mrs. Keith E. Weigle
Preschool Service



Mrs. Ruth Gagliardo
Reading and Library Service



Miss Dorothea Lensch
Recreation



Dr. John S. Carroll
Rural Service



Mrs. Fred Knight
Safety



Mrs. Ellen D. Link
Art



Mrs. A. O. Haislip
Character and Spiritual Education



Mrs. Albert Solomon
Citizenship



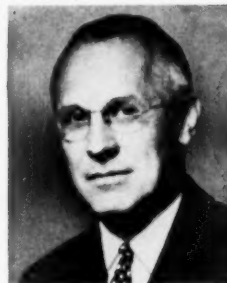
Mrs. James C. Parker
Congress Publications



Dr. Ruth J. Raattama
Exceptional Child



Mrs. John E. Hayes
Founders Day



Dr. Henry F. Helmholtz
Health



Mrs. L. W. Alston
High School Service



Mrs. E. L. Church
Juvenile Protection



Mrs. Clifford N. Jenkins
Legislation



Mrs. G. W. Luhr
Membership



Dr. Lloyd V. Funchess
Music



Mrs. Albert L. Gardner
Procedure and Bylaws



Mrs. L. E. Burr
Programs



Mrs. Ralph Hobbs
Publicity



Mrs. Edith McBride Cameron
Radio and Television



Dr. John W. Studebaker
School Education



Miss Ruth Powell
School Lunch



Mrs. Louise S. Walker
Visual Education and Motion Pictures



Mrs. James Fitts Hill
National Parent-Teacher

DESERT



©Eva Luoma

Here is a story that warms the heart. The plot is simple and without climax; the characters are few and for the most part ordinary human beings. But add them all together, and they blend into a drama of quiet dignity.

"SHE's the wonderfulest teacher in the world!"

This is the sincere opinion of seven-year-old Susie Blake, who is in the second grade and has spent her entire school career under the tutelage of Vinita Bledsoe at Buena School.

Buena, situated on the edge of San Pedro valley, eighteen miles north of the Mexican border, has the distinction of sometimes being a two-teacher school. But that occurs only when the mines in the near-by mountains are busy or when Fort Huachuca is activated and its gate-town of Fry filled with itinerant workers.

Usually Buena is Vinita's sole charge. She handles the eight grades and the five to fifteen pupils with love, understanding, and rare ability. For in this little Arizona desert adobe schoolhouse, Vinita is much more than a teacher; she is each child's friend, confidante, and adviser.

Frequently she can accomplish more than the parents because of her tact and her willingness to cope with every personal problem. For instance, when she saw Johnny, who is a good student, gazing out of the window instead of paying attention, she knew something was wrong. At recess she asked, "What's the matter, Johnny? You look worried."

"Gee, Mrs. Bledsoe, I am!" Johnny's troubled eyes turned to her appealingly. "Last night I trapped a skunk. Pa said to kill it. But before I did I found it was a mama skunk. When I looked under the porch where she'd been living, I saw five babies."

Mrs. Bledsoe nodded understandingly. "And now you don't want to kill the mother!"

"That's right!" For the first time Johnny smiled. "They're cute, Mrs. Bledsoe, and so little! They'll

SCHOOLTEACHER

die without her." Johnny frowned again. "When I told Pa he said, 'Kill 'em all. We can't have a family of skunks around.' Gosh, I hate to!"

"Tell you what, Johnny. This afternoon we'll have a building project. You boys can make a comfortable cage for Mrs. Skunk and her family. We'll keep them here and study them. Then when the babies grow up we will turn them loose. How's that for an idea?"

"Gosh, Mrs. Bledsoe, that's swell!"

Thus Vinita helped solve a small boy's problem and at the same time combined three lessons in one—humanity, carpentry, and natural history.

Full Measure of Devotion

Vinita Bledsoe doesn't have to work. She is the widow of Frank Bledsoe, who until his death ten years ago was a successful businessman in Bisbee. He left his wife comfortably situated, but in her loneliness she turned to her early profession of teaching to occupy her time. She went back to the University of Arizona, got her M.A., then took the job at Buena.

The school is in a windswept, barren area that leaves it standing stark and lonely. One of Vinita's first projects was a tree-planting party. She bought the trees, the boys dug holes, and the entire student body helped plant them. It is the children's duty to see they have water and are not neglected—a responsibility each child loves and takes pride in.

Buena has no teacherage, and the nearest town is twenty-eight miles away, so Vinita had to buy a house to make her position practical. Even now she drives fifteen miles to school each day. Of course she picks up the children who live along her route, thus saving the school bus driver those extra miles.

Vinita is a good disciplinarian, and her pupils know that certain rules have to be obeyed. But what they may not always realize is the care she takes of them. A large part of her salary goes for milk, bread, and nourishing food, which she supplies at recess and at lunch time for pupils who lack balanced diets.

Three years ago one of her pupils won the county spelling bee and was eligible for the state contest. The child was from a poor ranch family, and the

Mrs. Vinita Bledsoe



parents had neither time nor money to take their daughter to Phoenix. So Mrs. Bledsoe bought the little girl a dress, shoes, and hat for the occasion and drove her the two hundred miles.

"She had a good chance of winning, too," Vinita insists. "But she had never been in a city before, and the crowds, the auditorium, and the stern-looking judges scared her almost to death. The first word they gave her was 'angel.' She spelled it correctly, but one of the judges roared 'Louder!' The poor youngster, shaking with fright, said 'a-n-g-e-l!'"

Once Vinita had a lone student in the eighth grade. He was a colored boy by the name of Herbert. Now rural schools do not usually hold graduating exercises for one pupil. But Vinita felt that Herbert had studied conscientiously and was entitled to his graduation. She planned a party at her home and held it in the front yard. Her mother, Mrs. Kennedy, helped serve ice cream and cake. The entire school was present. Even the school board attended.

Vinita asked Major Healy, a retired army officer who lived near by, to give the graduating speech. He accepted, and it was a heart-warming picture to see the major, standing with quiet dignity, addressing the boy, who, in a new blue suit, gazed spellbound at the handsome officer.

Herbert's mother and father were present too, and I felt, as I studied their proud expressions, that if Herbert makes something of his life, Vinita Bledsoe should be given her share of the credit.

Vinita believes that teaching in a country school has wonderful advantages over serving in large city institutions. For one thing, it is not necessary to have many rules. And it's possible to plan lots of extra-

curricular events that are educational and entertaining. For example, she often takes the entire school to Quiburi, an ancient Indian ruins about ten miles away. There, as the students study, eat, and play, she tells them stories of the civilization and life that existed along the river fifteen hundred years ago.

"Some of the children who live on the San Pedro," she told me, "brought in an animal's skull they had dug up in the sand. I didn't know what it was, so I took it to the university. They identified it as a camel's head. I was amazed because I never dreamed that Hi Jolly's camels roamed anywhere near this section. So we hopped around in history that day and studied camels and why they were brought to the West. Later we took a picnic lunch down to the spot where the youngsters had found the skull. We dug for a long time but didn't uncover another bone."

Vinita loves animals. Her pupils can bring anything to show her, all the way from pet snakes to mice or baby coyotes. In fact, the boys and girls have made her so interested in native flora and fauna that she conceived the idea of a local museum to preserve, protect, and identify the varied plants, birds, and animals in which Cochise County abounds. So in 1950 the Huachuca Museum came into being. Vinita Bledsoe was its first president. Now, with headquarters in the library at Fort Huachuca, the museum has grown so as to attract national attention.

Satisfactions That Don't Wear Out

I asked Vinita how long she intended to teach.

"Just as long as I am able," was her answer. "I love it. Especially here, where a youngster will start with me in the first grade and continue for eight years. Then before he gets very far, along come his younger brothers and sisters. I have helped educate one complete family of six."

"You know," she continued, "I've seen the same little feed-sack dress worn for years as it descended from one sister to another. I've known boys and girls who have walked five miles to school when storms made driving impossible, so as not to break a perfect attendance record." She smiled happily. "Children like that are a challenge to a teacher. They make her want to deserve their faith and respect."

I looked at Vinita and thought, "You could be on a world tour now. You could be playing bridge or golf at the country club. Instead you prefer to sit behind that desk—proud because young Manuel's English is improving. Proud because Nancy has gained three pounds. And proudest of all because little Susie says you're 'the wonderfulest teacher in the world!'"

Phyllis W. Heald, writer of stories and plays, is the wife of Weldon F. Heald, known for his books and articles on travel. Mr. and Mrs. Heald, who live in southern Arizona, devote their full time to writing—especially about their joint enthusiasm, the West.

REPORT FROM ROME

MRS. NEWTON P. LEONARD, our national president, was one of eight persons recently selected by the Foreign Operations Administration to observe the distribution of U.S. packages to thousands of Europe's needy families. Mrs. Leonard was flown to Rome, Italy, early in December. She was there during the Christmas holidays, and on the day before Christmas she wrote to all of us as follows:

"Rome looks 'Christmasy.' Christmas trees, holly, mistletoe, and poinsettia plants are abundant. Stores do not carry as much decoration as ours do, but everywhere there is some. Santa Clauses of all shapes and sizes appear in the most unusual places. Tomorrow is a religious holiday. January 6 will be the children's day for receiving gifts.

"Our three days in Naples were busy and interesting and at times heart-rending. It was very touching to see the children come up to receive the packages of food. The first packages were distributed by a cardinal and an admiral, and then four men from the U.S. military personnel passed out the others. I wish you could have seen the embarrassment of those boys when the little children insisted on kissing their hands as they gave each youngster a gift from his friends in the United States. As we left, three little girls came rushing up to thank me and to give me a calendar!

"When one sees the unbelievably wretched quarters where some people live, and the thousands of orphans, infirm, and aged, one realizes that even these millions of pounds of food can bring only temporary relief. Their greatest values will be those of good will and friendship. By sharing our surplus food with these needy thousands, we are building bridges of understanding that will hasten the day when peace on earth will be a reality.

"Yesterday we went to a settlement house run by Congregational missions. It is situated in a most destitute area. More than twenty thousand persons were brought in from caves. Old warehouses were used to house them, four or five families to a so-called room. Thousands are living in huts among dumps and ruins. The joy of these people as they came to get the food packages was pathetic. The mission is doing a superb job, but it is tragic to think that they can feed and care for so comparatively few. The previous day the children had received a 'bundle' containing a toy as well as one article of clothing. One little boy in tattered rags was wearing a pair of bright red mittens, obviously new and very obviously the pride of his life. A little girl clutched a small doll, so precious to her that she kept it covered with a little piece of an old blanket!

"A guide on one of our observation trips was a naval officer from Maine. His wife had been my daughter's nurse at one time when she was hospitalized there. The world can indeed be small!

"We leave Rome on Sunday for Leghorn, or Livorno, stay overnight there to observe an army distribution of food on Monday. Then back to Rome by train that afternoon. We expect to be in Naples again on December 30 and in Palermo on January 4. From there we probably will go to the Calabria region for several days.

"As I said before, this is a tremendous experience. When I see at first hand the plight of these good people and the discouragements they face daily, I appreciate more fully than ever before the blessings that are ours as citizens of the United States. In accepting this honor on your behalf, I felt that I had a patriotic duty to perform. I am trying to discharge it in a manner that will be worthy of your commendation."

New Hope for



© Garlitz, Chicago Public Schools

WHAT is a workshop? Why is a workshop? To what kind of "audience" does it bring new hope? What are its characteristics? Its chief values?

A workshop is, first of all, a way of learning. But it differs from the educational methods most of us are familiar with—the traditional courses and classes—in that it is a *group* learning process.

True, the members of a workshop may at times sit in a conventional classroom or lecture hall and listen to a speaker, perhaps even take notes. They may, at times, go off by themselves to read and study in the library or elsewhere. But these activities are only a part of the workshop program. They are carried on as a means of contributing new knowledge to the group, which is engaged in solving problems together.

And herein lie two other distinguishing features of the workshop way of learning. First, it is planned around problems rather than topics, problems of practical importance to each of its participants. Second, it is planned by the participants themselves and thereby gives them a chance to understand how a workshop is set up. Of course the problems have a good deal in common because the workshop itself is held for a specific group of adults—for P.T.A. parent education leaders, for elementary school teachers, for church workers, and so on. They meet for a definite period of time, ranging from a few days to several weeks, and often at a school, college, or university where a rich store of resources—human and otherwise—is at hand. In this mentally stimulating atmosphere people learn by working and talking together, by drawing on one another's experience and knowledge as well as on reference materials of all kinds and on the community itself.

AUDIENCES

CONTINUED

Ideally each workshop member selects his own problem in advance, one that he feels he must either solve immediately or gain enough insight and information to solve in the near future. A junior high school teacher, for example, might bring to a three-day workshop for in-service training this problem:

"What can I do in my classroom to help eighth-graders treat their younger brothers and sisters with more understanding?"

A P.T.A. member attending a workshop for parent education leaders might put her problem this way:

"I have recently taken on the job of leading a parent education discussion group on preschool children. What do I need to know, especially about methods of discussion, to make a success of that job?"

This question might be presented at a workshop on juvenile delinquency:

"As a policeman what can I do to lessen tensions in the neighborhood I cover on my beat?"

Or this one at an audio-visual education workshop:

"My congregation is planning a film series. I would like some help in finding out whether or not films really change the thoughts and feelings of those who see them. How can I do this?"

From Query to Quest

Essentially, then, a workshop is a problem-solving experience, and this guiding purpose determines the whole plan of the meeting, from the opening session to the closing moments of the last. The first session, for instance, is usually given over to getting acquainted. Each member tells something of his background, his problem, and what he hopes to gain from the workshop. Thus everyone has a chance to learn a bit about those with whom he will be closely associated in the next days or weeks.

Once these introductions are over, the schedule constitutes a balanced program of general meetings for the whole group and meetings of small groups concerned with similar problems. The general meetings are planned to give everybody the resource help they all need and provide an opportunity for the different groups to report to each other from time to time. These meetings may consist of guest speakers,

panels, or films, always followed by open discussion.

As for the smaller groups, each one might well be marked off by the sign "Men and Women at Work." For here is where the problem-solving activity gets under way, as the members plan together just what steps to take to work out their problems. Usually a staff member or consultant is at hand, with needed guidance and suggestions. Perhaps two or three members of the group will go to the library to search out information of benefit to all. Perhaps two or three will visit schools or community agencies. At every meeting knowledge and experiences will be pooled, facts analyzed and organized, opinions set forth and discussed.

Experienced workshop leaders know that at the beginning of the sessions quite a few people may feel a bit uncomfortable. To be sure, they know they are here to learn, but their whole training has taught them to think of learning as a sort of absorption process, during which one sits quietly and listens. How can learning go on in a group where everybody is supposed to "put in his two cents' worth"? The good leader, recognizing this attitude, makes a special attempt to see that those who start out as passive participants are soon transformed into active ones.

It doesn't take long for workshop members to realize that as they talk and study together something very exciting is happening to each one of them. As mind meets mind, as new knowledge is added to old, significant changes begin to take place in people's way of thinking, of feeling, of looking at their problems. This is personal growth—growth toward a richer mental life, toward a more accurate, more sympathetic understanding of others.

This great virtue of the workshop is widely recognized. Those who plan workshop programs are so well aware of it that they make every effort to foster that same growth through social and recreational experiences. The participants not only share ideas and problems but meals and good times "after hours." Many workshops have an arts and crafts center where people may paint, model, sew, do carpentry, listen to music, or make music.

• Wherever Learning Leads

Although many workshops are held on college and university campuses and carry college credit, this arrangement is not essential. Groups interested in social problems have obtained quarters in the residential areas of large cities, drawing heavily for their learning on the community around them. Some workshops have taken to the road and to the sea. Special traveling workshops, for example, have been arranged for anthropologists to study peoples in other lands.

The workshop as a way of adult learning had its start in the summer of 1936 at Ohio State University. Educators were quick to see its values, and by 1940 at least twenty of our large universities, from New York to California, were setting up workshops for teacher training. Today the method has spread far beyond this field. Not only is it used in teachers' colleges but in theological seminaries, in dramatic schools, and in other fields as well. The range of subjects that have been probed is wide, including nursing, marriage and family life, human development, intergroup education, parent-teacher leadership, journalism, and economics, to name a few.

For years P.T.A. workshops in leadership training, in parent-teacher education, and in home-school relations have been a feature of many summer programs at colleges and universities. Almost without exception the success of these workshops has been assured by the close cooperation of faculty members and parent-teacher workers.

Workshops vary in length. The early ones were six weeks long, probably to coincide with the summer session. Workshops of two or three weeks are common, but it is doubtful whether a workshop program of less than three days can be truly effective for all concerned. It takes time to clarify individual and group problems and make plans for solving them.

An important feature of such programs is the on-the-spot evaluation. At one of the closing sessions the members are asked to tell what they liked and disliked about the workshop, to single out its weak points and its strong ones. Frequently these appraisals are obtained through questionnaires.

Boons and Benefits

And when it is all over, when the participants are ready to go back home, each one of them is equipped with at least a tentative solution to his problem. Perhaps it is a unit of study to use with his class. Perhaps it is a questionnaire to measure attitudes. Perhaps it is a broadly outlined guide for carrying out some important community project.

Yet above and beyond these quite practical outcomes, there are others, less tangible but often more important. The exhilaration that comes after several people have thrashed out a problem and arrived at a solution does not soon disappear. Shared experience is lasting experience, bringing not only new friends but new skills, new attitudes, a sharper image of oneself in relation to others. Just as there is no substitute for information, so, in absorbing that information, there is no substitute for the impact that comes when thoughtful minds concentrate to enrich and enlarge both learning and experience.

This isn't all we have to say about workshops! The next article in the "New Hope for Audiences" series will be an account of the workshop technique as it is used most effectively by parent education groups within the parent-teacher organization.

101 Questions

About Public Education

Committee on School Education

National Congress of Parents and Teachers

John W. Studebaker, Chairman

Last spring, assisted by state presidents and other parent-teacher leaders, the Committee on School Education asked parents throughout America to decide what questions about education and the schools seemed most serious and important to them. Hundreds of these queries came flooding in to the committee from almost every state in the Union. From among them 101 were selected as most representative of country-wide concern. The answers are appearing in a series of articles, of which this is the fourth.

36. How do studies of child development affect the curriculum?

Our knowledge of how children grow is slowly pushing out the overemphasis on the rigid, single-track curriculum based on rote learning. It is bringing instead a more balanced and natural school environment—one in which children can make the best of their capacities and interests.

For more than a quarter of a century specialists have been gathering facts on how children grow. Out of this mountain of evidence has emerged one of the relatively few facts in education about which we can be certain—that children are different. Studies show that each individual has his own rate of growing; each has his own style of growing; each differs from the others in body, mind, interests, and ability. These studies show also that different children become ready to accept new experiences at different times. There is no specific year in which each child learns how to read efficiently, no particular year in which each child masters common fractions.

When the modern teacher looks around the classroom he does not see twenty-five boys and girls who should be doing some identical task. Rather he sees a fast grower and a slow grower, a rapid learner and a slow learner, one who learns best by ear and another who learns best by touch and sight, one with an aggressive personality and one with withdrawing tendencies, one who will become a lawyer and another who will become a factory worker. Some in that group of twenty-five are ready to read "difficult" books; some are still having trouble with "easy" words. To force all those children to learn the same subject matter

at the same rate is like forcing everyone to wear the same size of shoe.

The modern school is trying to recognize, and to accept and provide for, the vast range of differences among children. That is why the schools are trying to offer a large number of learning opportunities, using a variety of methods and instructional materials. That is why teachers are trying to help each child to do his best instead of forcing an entire class through subject matter too rigidly prescribed by experts. To do otherwise is to ignore what we are learning about children and to do less than our best for their growth and development.

37. Should the schools feel responsible for developing good working habits in children?

They should and they do. Because well-conducted classrooms are not "sit-stilleries" but workshops and activity centers, the emphasis is on good working habits, manual and mental.

A visitor to a well-managed classroom will often see children planning their work with the teacher—the first requisite of good working habits. Some children will be carrying on housekeeping tasks necessary for orderly classroom work. Others will be painting scenery, building a relief map, pouring water into a row of bottles (without spilling) to learn liquid measures. You will see from twenty to thirty pupils in one room working without undue bustle, each concentrating on his project.

A group of visitors from the U.S. Office of Education reported their observations of how children develop good habits while working alone. Here are excerpts from their report, entitled *Schools at Work in 48 States*:

"1. One of the biggest things a child learns in school is to plan and do his work independently when necessity demands.

"2. In all schools the observers visited, children are expected to complete assigned tasks in their independent periods. They may, for example, have items to write for the school paper, be responsible for planning a school lunch menu, or be asked to prepare a report on a magazine article. Pupils who need practice in improving skills in reading, writing, or arithmetic use part of their independent periods for this work.

"3. In some schools in Connecticut, New York, Texas, and other states, individual children take turns working

in the library during certain independent periods, checking out books to be read and receiving books returned to the library and keeping the records required."

In the higher grades good working habits are stressed on two levels: the *mental*, by special instruction on how to study, how to do homework, how to stick with a problem until some solution is evident; and the *manual*, by such offerings as industrial arts, which has as its first aim "to develop in each pupil the habit of an orderly, complete, and efficient performance of any task."



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38. I understand that some high schools permit boys and girls to take "snap courses" just to keep them in school until they are legally able to leave. Does this affect the performance of other children? Is it desirable for anyone to learn he can "get by" in school with little or no effort?

It is probably true that a few high schools have introduced courses that do not challenge the pupil of average ability. It is probably equally true that unchallenging work has a bad effect on all concerned. Habits of carelessness, lethargy, and surface performance are only three of the probable effects of "snap courses." But let us look deeper into the question to see why this has happened and what can be done to correct it.

One of the most exciting stories in American education centers around the growth of the public high school. High schools once served a small minority—in 1900 only 8 per cent of the children between fourteen and seventeen years of age. This meant that in 1900 the high schools had to accommodate only five hundred thousand students. Today that number has risen to about seven million.

A half century ago the public high school was intended primarily for the sons (less frequently the daughters) of the banker, lawyer, minister, and well-to-do merchant. Today the sons and daughters of farmers, factory workers,

laborers, small businessmen—rich and poor, native and immigrant—are all going to high school.

Since American education is committed to serving all the people ("because all the people count," as an educator has said), the high school must provide a broad and varied program of courses and activities. One study showed 274 different high school subjects offered, from algebra and arithmetic review, handball and basketball, to zoology.

In seeking to serve the many needs and interests of their students, most of whom will not go to college, high schools sometimes introduce so-called "easy" courses. Easy, that is, when compared with the traditionally intellectual enterprises known as algebra, grammar, and civics. But certain of the "easy" courses may be necessary because there are many boys and girls to whom the "hard" courses do not make much sense.

39. I understand that in some schools competition among students is considered so undesirable that prizes for scholarship are not permitted. Is this a general trend? If so, what is the basis for it?

What you say is true only of a few schools. For example, one high school in New England has decided not to allow students to compete for scholarships. But that is not a general trend. In those schools in which students are not permitted to compete, some unpleasant incident of a purely local nature probably resulted in the prohibition.

American educators believe in controlled competition—competition that educates and that doesn't destroy good attitudes and standards of conduct.

Competition, whether for scholarships or for other rewards, may serve to create interest and promote learning. It can help to prepare students for life in a competitive society. It may be used to spur on the laggards. It may reveal to pupils the achievements of which they are capable.

But uncontrolled competition may also hurt both the individual and the school. It may create tensions and pressures with which the youngsters are not ready to deal. It may breed a false sense of values, and the driving desire for a prize may force the student into unethical acts. It may create an imbalance in the pupil's education. Scholarship is only one goal toward which a high school student should strive.

40. Please explain the primary unit plan of teaching. What are its advantages and disadvantages?

Under the primary unit plan, children six, seven and eight years of age stay with the same teacher until they acquire rudimentary skills in reading, writing, numbers, self-direction, and self-control. This means that the lines between the first, second, and third grades are wiped out. Provo City, Utah, has had good experience with the primary unit. Here is how superintendent J. C. Moffitt explains its advantages:

"The purpose of the primary unit is to do away with the old plan of rigid 'grading' and promotions of young children. It is a plan based on the growth of each individual child.

"The primary unit has elasticity. It recognizes the fact that each child grows differently from each other child. The brain does not grow at the same rate of speed as the glands; a child may be ready for certain social activities but unready for reading or arithmetic. The primary unit respects these variations. It does not force all children to move in lock-step fashion from grade to grade—or else fail.

"The primary unit frees teachers from trying to force all children to grow alike. It frees children from the fears

of failures, promotions, and reports—and leaves them free to grow and learn under the direction of their teachers.”

The primary unit plan cannot succeed unless it is directed by teachers who understand how children grow and learn. Nor can it succeed unless it is supported by parents. Lack of public support appears to be the chief disadvantage under which the primary unit plan is operating. Today's parents have gone through the first, second, and third grades. Some of them do not like or wish to see the kind of school they knew got out of existence.

Yet it is interesting to note that the primary unit is similar to the simple class organization of pioneer days. The teacher in the log-cabin school worked with each child on those areas where he needed most help and did not worry unduly about grades or promotions.

41. What is the difference between the “correlated curriculum,” the “core curriculum,” the “enriched curriculum,” and the “articulated curriculum,” or are they all the same? How is the core curriculum used, and what are its advantages?

Since we're listing the labels which the curriculum has acquired through the years, we might as well add a few more. There are the activity, broad-fields, child-centered, community-centered, experience, fused, integrated pupil-teacher planned, and unified curriculums and, last but by no means least, the subject or traditional curriculum.

This sheaf of tags need not disturb us unduly. Many of them refer only to theoretical classifications. A commission of the American Association of School Administrators has found four patterns in use: the subject curriculum, the broad-fields curriculum, the core curriculum, and the experience curriculum.

The *subject curriculum* is the traditional curriculum in which each subject is taught independently—spelling, history, mathematics, science, civics, and so on. Its chief purpose is to give children systematic knowledge, and under favorable circumstances it is well suited to that function. Those who object to this type of curriculum say that life is not made up of separate subjects, that it deals with wholes rather than pieces. Any life situation usually requires knowledge from several subject fields. A study of taxation, for example, requires knowledge not only of arithmetic but of history, government, economics, and sociology, plus the ability to use language. Therefore, say critics of the subject curriculum, schools should somehow combine the separate pieces and concentrate on wholes.

The *broad-fields curriculum* was created as one answer to the criticism mentioned above. The combining of subjects into larger groupings took several directions, says the American Association of School Administrators in its 1953 yearbook, *The Curriculum*.

“Correlation,” for instance, is an attempt to bring out relationships among subjects. A standard example is to teach United States history and American literature so that they reinforce each other. The literature teacher might stress the historical background or setting for a piece of literature. The history teacher might make use of historical novels and point up the influence of literary writers on the interpretation of historical events.

“Fusion” means that several subjects previously taught separately have been combined into a single course. Thus the course called social studies consists chiefly of history and geography. The American problems course is a combination of government, economics, and sociology. Biology is a combination of botany and zoology. In some cases the social studies have been fused with English, or social studies and science and art have been combined.

“Integration” is still another term describing attempts to rearrange subject matter and to point out relationships between broad fields of knowledge.

Many of those who do not like the subject curriculum are no happier with the innovations under the broad-fields curriculum. They admit that there may be fewer pieces for a child to deal with, but the pieces—reshuffled—still exist. They say the emphasis is still on memorizing. Thinking and appreciation of values may be neglected, and teachers are likely to be more concerned with content than with children.

The *core curriculum* is an attempt to move away from teaching isolated subject matter to acquainting pupils with life's problems and how to solve them. It has attracted considerable attention in recent years.

“Core” represents an effort on the part of the school to give children the kind of learning that is needed by all. Another way to put it is to say that there is a body of facts, skills, and understanding that each American child should master. But these are scattered throughout various subjects—history, geography, economics, civics, and so on. In a “core” class one teacher attempts to bring together from various subject-matter fields those elements for which the junior or senior high school student is ready.

But that is not all. The main business of the core is to help pupils spot the “persistent problems of living” and to point out methods for solving them. Say Roland C. Faunce and Nelson L. Bossing in their book, *Developing the Core Curriculum*: “The unique or distinctive aspect of a core lies in its emphasis upon group problem-solving, upon teacher-pupil planning in contrast to the predetermination of group goals by teachers or textbook writers.”

A core class usually meets for a double period, although in some instances three or four periods are included in the “block” for which it is scheduled. The core is not an added course, but it replaces other subjects with subjects that cut across major areas of the curriculum. In more than 90 per cent of the cases these subjects are English and social studies, or English and social studies in combination with one or more subjects such as science, mathematics, health, or art. Nearly always one teacher teaches this block.

Grace A. Wright of the U.S. Office of Education has been following the story of the core for several years. She believes that a core class under a good teacher is beneficial to youngsters because (1) it gives pupils opportunities for cooperative problem solving in areas of their own needs and interests; (2) it affords practice in democratic living; (3) it helps pupils see relationships among many areas of life; (4) it makes possible an improved guidance and counseling program at the classroom level; and (5) in the junior high school it makes the transition from elementary school less abrupt.

Mrs. Wright says: “The core makes use of no single textbook, but of a number of different books and many different kinds of reference materials, some of which are available in the classroom and others in the central library. . . . Reading, however, is only one type of activity. Excursions into the community, talking with people who ‘know,’ demonstrations by community members or by a committee of pupils, construction or preparation of material for a culminating activity, use of visual aids—all of these have a large share in the ‘how’ of learning.”

Advocates of the *experience curriculum* claim that it utilizes pupils' interests and needs in any decision about what to teach. Says the American Association of School Administrators: “From observation of the practices in American schools, it appears that this is more of a theoret-

ical pattern of organization than an actual one. . . . It is more talked about than practiced." "Activity curriculum" and "child-centered curriculum" are names that have also been used to designate this pattern.

42. Should we have specialized teachers in elementary schools as we have in high schools?

Many educators believe that one teacher should teach nearly all subjects to children of a class or grade, especially in the lower grades. Under this policy elementary classrooms are assigned teachers who have a general knowledge of children rather than experts in special subjects. Teachers of young children should be aware of the child's individual personality and his needs and problems.

A teacher who spends nearly all day with a group of children will get to know them intimately, will become aware of their personality traits and needs. As a result, he or she should be able to serve them better. But when the classroom teacher faces a special problem, such as providing for a gifted or for a seriously maladjusted child, or needs help in specialized subjects, such as art, music, physical education, or safety, he or she should have the assistance of specialists.

For years, and apparently with very good general results, many schools have operated various types of departmental teaching programs from the third or fourth grade through the sixth or eighth grade. Here are the main points in favor of these programs: (1) Teachers frequently are not very competent in some subjects, especially the so-called special subjects. (2) Teachers in general are relieved of the never-ending burden of preparing many different lessons. (3) Under this system men are more likely to accept elementary school positions. (4) Each teacher remains for several years with the same group of children. (5) The cost is lower than for programs in which special teachers regularly come to a classroom already occupied by a regular teacher.

43. What are the relative merits of the self-contained classroom and the platoon system?

When first introduced early in the 1900's, the platoon system had a number of points in its favor. Its greatest advantage was that it offered a balance between regular school subjects and special activities. Thus children spent half of the school day on academic work and the other half of the day on such activities as music, art, shop, or physical education. This plan gave the children a richer program and made good use of all school space and facilities.

Yet the platoon system is one form of school organization in which some people feel children are too thoroughly "departmentalized." Although children need freedom of movement and a variety of activities and materials, they also need a "home base." They need teachers who know and understand them. And these were the needs that gave rise to the self-contained classroom.

G. Robert Koopman, associate state superintendent of public instruction in Michigan, gives his picture of the ideal self-contained classroom in these terms:

"1. The teacher will stay with the same group of children all day, week after week, for a period of a year or preferably several years. No platoon or special class schedules will exist. Special consultants will be used to aid the teacher and the group to master new sets of skills and processes.

"2. The classroom will be a large (rectangular type) room containing at least twelve hundred square feet of floor space. It will have . . . its own toilet facilities and

wardrobe spaces, and its own unstandardized, flexible equipment. The equipment will be movable.

"3. The room group, while representing an essential whole, will participate in, contribute to . . . the school, the school system, and the community. . . .

"4. The room will operate on an all-day block schedule. Instructional activities will be tailor-made. Teacher and group will develop a series of meaningful, sequential activities without the help of detailed courses of study and syllabi or of textbooks used as outlines of instruction."

Several objections have been made to the self-contained classroom. "What happens if my child gets stuck with a poor teacher?" ask some parents. "Where can we get the broadly educated teachers qualified to take over such classrooms?" ask some principals. "Can the regular classroom teacher really take the place of the specialist in music or art or physical education or foreign language?" ask the experts in special subjects.

H. F. Spitzer of the State University of Iowa makes this suggestion to school administrators: Blend the self-contained classroom with the departmental type of organization. Give the elementary teacher a break during the day by asking teachers of art, music, and physical education to take over these subjects. In short, temper the rigorous life of the teachers in self-contained classrooms with relief in special subjects.

The objection to Mr. Spitzer's proposal is that it would make costs excessive because of duplication of teaching effort.

44. Is it practical and effective to teach by merely following teachers' manuals or courses of study, making reference books available to pupils but using no textbooks?

For practical purposes the teacher today needs textbooks, reference books, and a host of other instructional materials. But American schools have not discarded—nor do they plan to discard—the textbook. What needs to be discarded is too much reliance on it as the sole source of facts or instructional guidance.

Skillfully used, the textbook is of enormous help to teacher and pupil in many ways. It *gives order and sequence* to the work of a class. The teacher plans with the pupils where to expand portions of the text, where to insert new units, where to supplement the textbook material with experiences other than reading, and where to use reference books, classroom periodicals, motion pictures, and other aids.

Good teachers also use the textbook to *raise questions*. But they do not restrict their questions to the text. They give pupils wide latitude in asking and answering new questions.

A third important use of the textbook is to *improve reading ability*. Good teachers demonstrate the varied kinds of reading skills a textbook calls for, such as skimming, careful analytical reading, looking up the meanings of technical words, and getting a central thought from a paragraph.

Finally, a good teacher shows pupils how a textbook can *improve their habits of study*. He demonstrates how they can get a background on unfamiliar place names and historical characters mentioned in its pages and how maps, globes, classroom periodicals, encyclopedias, and other reference works can help clarify what may be touched on only lightly in the textbook itself. In high schools where reference works cannot be placed in the classrooms, the school library and study halls provide such material within easy reach.

Personality in the Making

STUDY COURSE GUIDES

L. PRESCHOOL COURSE

Directed by Ruth Strang

"Common Sense and Nonsense About Discipline" (page 4)

Points for Study and Discussion

1. What two definitions of discipline represent opposing philosophies? Recall from your own experience some examples of these two views of discipline. For instance:

- Tommy started to go out and play in the dirt right after he had put on his best clothes. His mother hastily brought him into the house and said, "Sit right here, and don't move until we're ready to go to Aunt Annie's."

- Another mother, after she had dressed her child for a visit, said, "Teddy, you want to look nice and clean when you go to Grandma's, don't you? Then play with one of these games now. When we come back, you may put on your play suit and play outdoors."

2. The Bible says, "Whom the Lord loveth he chasteneth." In what ways may this apply to parents? Which of these parents are the most truly loving?

- Parents who always let a child do what he pleases.
- Parents who kindly set firm limits to a child's behavior: "I know you feel angry, but you can't hit your brother."
- Parents who often give approval for desirable behavior.
- Those who refuse to let a child do something definitely harmful to his best development: "I know how much you want to play with Jimmie, but the doctor says you must stay in bed one more day."

How might a child feel about parents who let him do something the child realizes he shouldn't do but doesn't have enough self-control to keep from doing?

3. In a certain home there is strong affection among all the members of the family. One day Billy, in an "I-won't-do-it" mood, behaves so aggravatingly that his father spanks him. This shows Billy that there's a limit even to the patience of most loving parents. How might the effect of the spanking on Billy be quite different from the effect of a similar spanking in a home where there is "a great deal of friction and little love"?

4. The authors tell us about two parents, Jack and Amy, and their young son David. Why was Jack's solution ("We've done the wrong kind of discipline. We've been a little too easy on the kid. I'll get a strap, after all") the wrong one? What was causing David's mean, surly behavior? If the punishment his father suggested had been used, why might it have intensified the very feelings that were giving rise to the disciplinary problem? What methods did the parents actually use, and why did these methods bring such good results?

5. Give examples of children's behavior that looked like "badness" but was really "the expression of needs unfulfilled." Then give other examples of "badness" that was caused by expecting the child to do things that he was not ready or able to do. When a parent says many times a day, "Don't touch this," "Don't go there," and so on, what might be the effect on the child's curiosity and desire to explore? On his chances to learn from experience? On his relation to his mother, who in his infancy had satisfied all his needs? What kind of personality might be formed in a child who is continuously forced to do what his parents want him to do during those middle preschool years when he is trying to develop a will of his own? How may a clash of wills (except in essential issues) be avoided?

6. "I never punish my child," announces a mother. True, she never spansks or uses physical punishment. But she says to her child in a harsh, cold, or indifferent tone of voice: "Mother won't love you any more if you do that." Or "I'm not going or speak to you because you've been so naughty." Or "You can't go out to play with Teddy all this week." Why could these deprivations be a more severe form of punishment than a spanking?

7. Which of the following statements are common sense about discipline? Which are nonsense? (1) A quick formula or prescription will provide the solution to all problems of discipline. (2) The first requirement for good discipline is an atmosphere of love and trust. (3) Discipline is something set apart from the rest of our living. (4) We should look below the surface to try to find the causes of a child's behavior. (5) When a child becomes headstrong in his middle preschool years, this tendency should be promptly curbed. (6) Since children want to please parents who love them, a look or word showing disapproval of an action is often punishment enough. (7) Permitting the expression of a child's feeling is a necessary kind of permissiveness.

Program Suggestions

The discussion meeting. In a small group the questions suggested in this guide may be discussed by all members together. A large group may be divided into subgroups, each of which chooses a question to discuss for fifteen minutes. Then the spokesman for each group summarizes the question and the answer that represent the thinking of his subgroup. Or perhaps these ideas may be effectively highlighted by a brief dialogue, skit, or panel discussion.

The situation analysis. Before the meeting ask several members to prepare concrete descriptions of disciplinary situations. At the meeting these may be presented and thoroughly analyzed by answering the following questions: What did the child do? What did the parent do? What was the usual relationship between parent and child? Between all members of the family? What might the behavior mean to the child? What might be the possible causes of his behavior? How do you think the parent felt? How do you think the child felt? What are other ways in which this situation might have been handled? Several members might role-play one or more of these situations.

Film discussion. A child development film such as *A Child Went Forth* might be used as a basis for discussing disciplinary problems that arise when too much is expected of a child of a certain age. A film like *Angry Boy* could be discussed from the point of view of how parents can learn to understand the causes of a child's behavior.

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II. SCHOOL-AGE COURSE

Directed by Bess Goodykoontz

"Common Sense and Nonsense About Discipline" (page 4)

Points for Study and Discussion

1. The authors give us two definitions of *discipline*. Which of these fits the idea of "democracy's child" developed in the December study course article?

2. Discipline, the authors suggest, is not a series of isolated, unpleasant incidents. Instead it is a climate of love and trust within which self-control grows gradually. As you look back through history, where would you say such a philosophy developed? In ancient Sparta? In the days of chivalry when knights were trained? During colonial days in America, when children were supposed to be seen but not heard? In our pioneer schools? During the early years of progressive education? During an era of child study?

3. "Lessons in discipline are best learned when feelings are warmest and most cordial." Is this another way of saying "In time of peace prepare to prevent war"? How?

4. What does the factor of "time" have to do with good disciplinary relationships? How can this necessary ingredient be secured in such situations as these? A home in which the mother is regularly employed. A home in which the father travels and is away for long periods. A classroom of forty children. A home in which there are several children widely separated in age.

5. The authors say that children's "badness" is often just the expression of unfilled needs or expectancies they cannot meet. From this point of view how would you explain these "bad" actions?

- Whispering in school.
- Stealing money to buy candy to take to school for treats.
- Cheating on an examination.
- Telling stories related to sex.
- Lying about having to stay at school as an excuse for getting home late.

Do you think of other illustrations?

6. Trace the way in which growth in language ability helps with discipline.

7. The authors say that rewards and punishments are very important tools of discipline in the school years. But *Discipline for Freedom* (listed under "Pamphlets") says on page 26, "We've begun to realize that neither adults nor children can be taught to be mature or well-balanced or cooperative through bribery or force." Can you reconcile these two ideas?

8. Permissiveness is sometimes confused with "softness." People often criticize modern education for what they consider "letting children do as they please," for its "curriculum made up of children's interests." How would you answer these critics, using the idea of discipline being education in conduct?

Program Suggestions

This topic is an especially good one for a panel discussion, not just to "talk about discipline" but to try to come to some common agreement or standards of action. For

example, a panel of parents, teachers, and community leaders might choose for discussion several problems in which there is current interest, like these: What time should children of different ages get home from school? When should they get home from week-end affairs? How can we teach children to protect school property? Do we need a deportment grade on report cards?

Chapter X in *Personality in the Making* deals with the relation between religion and personality. Though it is not specifically on discipline, it does show the ways in which religion helps young people to set personal standards of behavior. Some groups might choose to invite a clergyman to lead a discussion of this topic.

Since the subject of discipline is of perennial concern, new and interesting reading matter is always available. Current magazines (both professional and general), newspaper columns on how to bring up children, federal and state publications—all have something to say about discipline. If a group wishes to get acquainted with more of these materials than any one person can read, they might be distributed among the members and reviewed briefly at the meeting. A nice conversation reported in *Discipline for Freedom* shows what seventh- and eighth-grade boys and girls think about discipline. It could be read aloud, with specific roles assigned to different persons.

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III. THE AGE OF ADOLESCENCE

Directed by Ralph H. Ojemann and Eva H. Grant

"Do They Know the Meaning of Excellence?" (page 13)

Points for Study and Discussion

1. Sir Richard Livingstone speaks of the powerful effect of a common purpose on the character of a people. He cites the example of wartime England. Peacetime struggles, too, may summon unsuspected forces of character. Discuss instances to prove this, such as these:

- The determination of parents of very modest means to give their children a college education.
- The swift response of neighbors to help someone visited by misfortune.
- The resolution of a town to eliminate traffic hazards, build a youth center, or establish a public library.

After discussing these and other examples, what would you say are some of the common purposes we can give our young people to help train their character?

2. Democracy is a way of life that must be learned. When, according to our author, should training in democracy begin? Where? What groups can help educate young people for democratic living and thinking? Should your community be doing more along this line? If so, how might your P.T.A. call attention to the need and encourage action to meet it?

3. "Good citizenship and low civilization can go together." What examples of this statement are given in the article? Can you name others?

4. Sir Richard Livingstone here uses the word "master" to signify the ideals and values we prize most highly. From your experience with today's adolescents, what values would you say mean most to them? If possible, trace those values back to their sources in home and community. What influences do you think are responsible for the less-than-first-rate heroes of many young people?

5. What five living persons—persons whose lives and deeds have been marked by dedication to humanity rather than self—would your group agree are true models of excellence? What characteristics do all five seem to share?

6. What are some of the ways in which parents can help their children to distinguish the first-rate from the mediocre in the realm of human character and conduct? In literature, music, art? In the ordinary choices we all make every day—like buying an article of clothing?

Program Suggestions

Using the circular response technique (see "New Hope for Audiences" in the November 1953 *National Parent-Teacher*, discuss the first of the foregoing points, concerning the effect of a strong purpose on character.

Several members of the group might volunteer to speak for three or four minutes about the outstanding men and women—models of excellence—they have admired. It might be interesting to have each member read a brief biography of the person of his choice, paying particular note to influences that left their marks during adolescence.

Arrange a panel of high school students to discuss the subject "What Makes a Hero?" After the panelists have left, or at the next meeting, take stock of what they said. What clues did they give you about what they admire in others? Would you say their ideals are wholesome?

Just as adolescents often model their behavior on that of men and women they admire, so are these young people often looked up to by younger children in the neighborhood. Your group might hold an open discussion on how to turn this influence to good purpose. You might work out some kind of junior leadership plan, wherein the older boys and girls could take a large measure of responsibility for guiding the younger ones.

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MOTION PICTURES PREVIOUSLY REVIEWED

Junior Matinee

Big League—Excellent for all ages.

Calamity Jane—Children and young people, entertaining; family, Doris Day fans.

Lives of Their Own—Good for all ages.

Rob Roy—Excellent for all ages.

Toot, Whistle, Plunk, and Boom—Excellent for all ages.

Tumbleweed—Good for all ages.

White Splendor—Delightful for all ages.

Family

All American—Entertaining for all ages.

Calamity Jane—Children and young people, entertaining; family, Doris Day fans.

Crazy Legs, All-American—Football fans, all ages.

The Eddie Cantor Story—Fair for all ages.

Gilbert and Sullivan—Delightful for all ages.

The Joe Louis Story—Good for all ages.

Little Fugitive—Children and young people, good; family, excellent of its type.

The Living Desert—Excellent for all ages.

Louisiana Territory—Children, rather long; young people and adults, fair.

Marry Me Again—Good farce for all ages.

The Open Window—Excellent for all ages.

Paratrooper—Entertaining for all ages.

The Robe—Very good spectacle for all ages.

Sea of Lost Ships—Good for all ages.

Song of the Land—Interesting for all ages.

The Tiffield Thunderbolt—Good for all ages.

The Village—Good for all ages.

Walking My Baby Back Home—Children, possibly; young people, entertaining;

family, O'Connor fans.

Adults and Young People

All the Brothers Were Valiant—Children and young people, poor; adults, mediocre.

Bad for Each Other—Fair for all ages.

The Beggar's Opera—Children, no; young people, mature; adults, excellent of its type.

The Big Heat—Children, tense; young people and adults, good of its kind.

The Captain's Paradise—Children, mature; young people and adults, entertaining.

Cease Fire—Good for all ages.

China Venture—Children, yes; young people and adults, fair.

Combat Squad—Children tense; young people and adults, good of its type.

Decameron Nights—Children, no; young people, poor; adults, matter of taste.

Desperate Men—Children, tense; young people and adults, exciting.

Devil's Canyon—Children, no; young people, brutal; adults, matter of taste.

Danavon's Brain—Children, poor; young people and adults, mediocre.

East of Sumatra—Children, yes; young people and adults, routine.

Easy to Love—Children, matter of taste; young people, entertaining; adults, fair.

El Alamein—Mediocre for all ages.

El Paso Stampede—Children and young people, western fans; adults, routine.

Escape from Fort Bravo—Children, too violent; young people, for the hardy; adults, western fans.

Flight Nurse—Mediocre for all ages.

Flight to Tangiers—Poor for all ages.

Forever Female—Children, sophisticated; young people and adults, entertaining.

Genevieve—Children, sophisticated; young people and adults, amusing.

The Glass Web—Children, no; young people, mature; adults, fair.

Gus Fury—Children, no; young people, poor; adults, western fans.

Half a Hero—Children, possibly; young people and adults, fair.

Here Come the Girls—Children, sophisticated; young people and adults, Bob Hope fans.

Hoeds—Western fans, all ages.

How to Marry a Millionaire—Children, sophisticated; young people and adults, entertaining.

I, the Jury—Children, no; young people, unwholesome; adults, matter of taste.

Island in the Sky—Children, tense; young people, good; adults, excellent of its type.

Jack Slade—Poor for all ages.

Jennifer—Fair for all ages.

Killer App—No for all ages.

Kiss Me, Kate—Amusing for all ages.

A Lion Is in the Streets—Children, tense; young people and adults, fair of its type.

The Man Between—Children, mature; young people and adults, interesting.

Man Crazy—Poor for all ages.

Miss Robinson Crusoe—Poor for all ages.

Mogambo—Entertaining of its type for all ages.

Money from Home—Fair for all ages.

The Moonlighter—Children and young people, no; adults, mediocre.

Murder on Monday—Children, yes; young people, pleasantly absorbing; adults, excellent.

The Nebraska—Children, mediocre; young people and adults, western fans.

The Overcoat—Children, mature; young people, possibly; adults, interesting.

Personal Affair—Children, yes; young people and adults, fair.

Plunder in the Sun—Children, yes; young people and adults, fair.

Project M.7—Children, mature; young people and adults, good.

Return to Paradise—Children, no; young people, yes; adults, fair.

Sabre Jet—Children, yes; young people and adults, fair.

So Big—Children, yes; young people and adults, Jane Wyman fans.

The Steel Lady—Children and young people, poor; adults, crude adventure story.

Terror on a Train—Children, good; young people, excellent; adults, gripping.

Thunder over the Plains—Poor for all ages.

Torch Song—Children and young people, yes; adults, entertaining of its kind.

Trail's Last Case—Children, yes; young people, good; adults, good detective story.

The Veils of Bogdad—Poor for all ages.

Wicked Woman—Poor for all ages.

The Wild One—Children, no; young people, very mature; adults, mature.



Quiz for Citizens

"Maintain a continuing program to develop a greater sense of civic responsibility among all the citizens of the community."—From the Action Program of the National Congress of Parents and Teachers

FEBRUARY, month of heroes, is an appropriate time for rededicating ourselves to American ideals, American traditions, and the American dream. This dream, now a vision several centuries old, still lives. It still draws thousands to these shores every year, adding new Americans to the millions whose forefathers came in the past.

These newcomers are sometimes more ardent champions of American ideals than those of us who have lived here all our lives. Custom hasn't blurred for them the meaning of America. They're not likely to take for granted the free public school on the corner, whose doors are open to every child. They're not prone to take as a matter of course the free public library or to see as mere routine the Election Day trip to the polls. For these new arrivals and their children words like *democracy, freedom, rights, human dignity* are likely to have a clear, sharp ring.

How much do we, who were born here, know about the citizenship that is our inalienable heritage? How much do we know about our early history? How long has it been since we scrutinized the Constitution, article by article, section by section? Do we know how this law of the land came to be, the rights it guarantees, and the departments of government it sets up? Do we see today's America against the magnificent background of its history?

The questions that follow were taken from the citizenship course for adults given at the Emily Griffith Opportunity School in Denver, Colorado. How do you rate on them? Try yourself out. The correct answers are on page 36.

The Constitution

1. What is the Constitution?
2. When was the framing of the Constitution finished?
3. When was the Constitution adopted by the thirteen colonies?
4. Who were some of the leaders in the Constitutional Convention?
5. What form of government has the United States?
6. What is a democracy?
7. What is a federal form of government?
8. What are the branches of our government?
9. What is the function of each department?
10. Quote the preamble to the Constitution.
11. What are the methods of amending the Constitution of the United States?
12. Where does the Bill of Rights appear in our Constitution?
13. What is the "check-and-balance" system?

The Legislative Branch

14. Of what does Congress consist?
15. How many United States senators does each state in the Union have? How do they get their positions?
16. How do the representatives in the national House of Representatives get their positions?
17. How many congressmen does each state have in the House of Representatives?
18. What are the special duties of the Senate?
19. What are the special duties of the House of Representatives?
20. How often does Congress meet?
21. How is a bill enacted into a law by Congress?
22. Does this make it a law?
23. What happens if the President neither signs nor vetoes a bill?

24. Does Congress have any right to consider a bill after the President has vetoed it?
25. Who is the president of the Senate, and who is the speaker of the House?
26. What are the powers of Congress?

The Executive Branch

27. Who is chief executive of the United States?
28. How do the President and Vice-president get their offices, and for how long do they serve?
29. How do electors choose the President and Vice-president?
30. How many presidential electors does each state have?
31. What are the qualifications for the presidency?
32. What are the duties of the President?
33. Can the President be removed from office?
34. What are the Vice-president's main duties?
35. How many Cabinet officers are there, and how do they get their positions?
36. Name the departments of the Cabinet.
37. If the President dies or fails in office for other cause, who succeeds him?
38. If the Vice-president dies or fails in office for other cause, who succeeds him?

The Judicial Branch

39. What is the function of the Supreme Court of the United States?
40. How many members are there of the Supreme Court of the United States, and how do they get their positions?
41. What other federal courts are there in the United States?
42. How is a federal judge removed from office?

Miscellaneous

43. What is meant by "registration for voting"?
44. What is the purpose of a primary election?
45. What are the qualifications for voters?
46. Who may vote?
47. What are the citizen's responsibilities in voting?
48. Where does the money for government come from?
49. What is meant by *initiative* and *referendum*?
50. What laws can be made by initiative and referendum?
51. How is a law made by initiative?
52. How is the referendum used?
53. What is the *recall*?
54. What President of the United States was called the "Great Emancipator"?
55. What is treason against the United States?
56. What is a political party?
57. What is a party platform?
58. What are the possessions of our national government?

A GUIDE FOR DISCUSSION

Pertinent Points

1. What is good citizenship? Let your answer be what is called an "operational definition." That is, tell what you think a good citizen does, how he acts.
2. How do your P.T.A. projects based on the Action Program contribute to good citizenship?
3. The Action Program speaks of using to the full the enthusiasm and other qualities of youth to contribute to the life of the community. What opportunities for practice in good citizenship is your P.T.A. offering youth?
4. What steps must a foreign-born resident of the United States take to become an American citizen? Under what circumstances may a naturalized citizen lose his citizenship?
5. One recommendation of the Action Program urges that parents "not only talk over public issues with their children but demonstrate by their own deeds how citizens turn civic concern into civic action." What are some recent examples of such activities in your own community? What part did the P.T.A. play? Were young people given a chance to contribute their share?
6. What do the people of your town do to help newcomers from other lands feel at home there? Are there any agencies with definite programs for this purpose? What can your P.T.A. do to dovetail its citizenship activities with those of these other groups? (Review last month's Action Program article, "Teamwork for Better Communities" by Harleigh B. Trecker.

Program Suggestions

Visit a citizenship class or a naturalization ceremony to see at firsthand how newcomers to this land cherish American citizenship. Invite some of these newcomers to attend a P.T.A. meeting as honored guests.

Ask your librarian for books and stories about the hardships recent newcomers face in making a home in a new land. Ask for books for children as well as adults. Schedule several five-minute reviews on the best of these books. In an open discussion afterward have members describe their experiences in moving from one community to another in the United States.

Learn what some of the agencies in your town are doing to make newcomers from other lands feel at home here. Discuss what your P.T.A. can do to coordinate its citizenship activities with those of these agencies.

Children of new Americans may have a particularly hard time in a strange community. Urge P.T.A. members to make their children sensitive to the feelings of the newcomer, whether he comes from another part of this country or from another land. Parents might try role-playing with their children to give them practice in taking the initiative to greet and to help a new boy or new girl in their classroom, in their school, their neighborhood, or playground.

Good citizenship begins in our own neighborhood. Here we can directly take a hand in building a wholesome environment for children to grow in. Using the brainstorming technique, explore what your P.T.A. can do to improve your neighborhood. Following the suggestion of the Action Program (III, B, 3) plan to enlist the ideas and help of young people.

We are all acquainted with the spelling bee, or spell-down. Schedule a "citizenship bee," using questions based on history and civics. You may wish to use the questions in this article, or you may draw up some of your own based on your local or state government.

ANSWERS TO THE QUIZ

1. The Constitution is the fundamental law of the land.
2. In 1787.
3. In 1789.
4. George Washington was the president of the convention. Other important members were Benjamin Franklin, Gouverneur Morris, James Madison, and Alexander Hamilton. Thirty-nine members signed the document.
5. The United States is a republic—a form of government where the people, through representative officers of their own choice, make their own laws.
6. A democracy is a government of the people, where people in assembly directly make their own laws.
7. A federal form of government is a strong central government over a number of states.
8. The legislative, the executive, and the judicial.
9. The legislative branch is law making, the judicial is law explaining, and the executive is law enforcing.
10. "We the people of the United States, in Order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defence, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America."
11. An amendment must be passed by a two-thirds majority vote of both the United States Senate and House of Representatives, and then be ratified by the legislatures of three fourths of the states. Another method of amendment is by a constitutional convention called by Congress at the request of two thirds of the states. An amendment adopted by the convention must then be ratified by the legislatures of three fourths of the states.
12. In the first ten amendments to the Constitution.
13. The Constitution gives the President the right to veto a bill. Congress has the right to pass a bill over his veto and to impeach the President. The Supreme Court is allowed to declare a law unconstitutional.
14. The United States Senate, with 96 members, and the United States House of Representatives, with 435 members.
15. Two. The people elect them for a six-year term.
16. They are elected by the people and serve two years.
17. The number is based on the population of the various states—one congressman for each 304,000 people.
18. It sits as a court of impeachment, approves presidential appointments, and ratifies treaties.
19. It may impeach the President, introduce revenue bills, and vote for the President in case of a tie.
20. Once each year on January 3, but the President may also call it into special session.
21. A bill originates either in the House or the Senate and must receive a majority vote in each house.
22. No, the President must sign the bill before it becomes a law of the land. He holds the right of veto.
23. If he allows the bill to go ten days without signing or vetoing it, it becomes a law. If, however, during that ten days the Congress adjourns and he does not sign the bill, it is dead. This is called a "pocket veto."
24. Congress may pass a bill over the President's veto if it is approved by two thirds of each house.
25. The president of the Senate is always the Vice-president of the United States, unless he is absent, in which case the Senate elects a president pro tempore.
26. Some of its powers are to impose and collect taxes, pay debts, provide for the common defense, borrow money, regulate commerce, create courts, declare war.
27. The President.
28. They are elected by the people through electors and serve for a term of four years.
29. They are pledged to vote for the candidates of their party. They cast their votes for these candidates.
30. One elector for each member in Congress.
31. The President must be thirty-five years of age, born in the United States, and fourteen years a resident within the United States.
32. He is commander-in-chief of the Army and Navy, grants pardons, calls extra sessions of Congress, makes treaties, makes appointments with the consent of the Senate, and enforces the national laws.
33. He may be impeached for high crimes, treason, and so on. If the charges prove true he may be removed from office.
34. He is president of the Senate and presides over the Senate when Congress is in session.
35. There are ten cabinet officers. They are appointed by the President with the consent of the Senate.
36. The departments of State, Treasury, Defense, Justice, Post Office, Interior, Agriculture, Commerce, Labor, and Health, Education, and Welfare.
37. The Vice-president.
38. The Speaker of the House.
39. It is the interpreter of the Constitution. All laws of the United States are subject to its jurisdiction if they conflict with the Constitution.
40. Nine. They are appointed by the President with the consent of the Senate, for life or good behavior.
41. The Circuit Court of Appeals, District Court, Court of Customs and Patent Appeals, and Court of Claims.
42. By impeachment. Charges are filed in the House of Representatives. If the House votes to impeach, then the Senate sits as a trial court. It requires a two-thirds vote of the Senate to find the impeached person guilty.
43. It is the requirement to register your name, residence, and other facts, before being allowed to vote.
44. A primary is a preliminary election for the purpose of selecting candidates to run in a general election.
45. A voter must be a citizen of the United States and must have resided one year in the state, ninety days in the county, thirty days in the city or town, and ten days in the ward or precinct, preceding election.
46. Any qualified citizen, man or woman, of twenty-one years of age or over, who meets the requirements of the district in which he lives.
47. It is the citizen's responsibility, as far as possible, to know the issues, to know the records of men who are asking to serve, and to understand the full meaning of proposed laws, amendments, and so on.
48. From taxes on incomes and property.
49. Initiative means a bill initiated by the people. Referendum means a law referred back by the assembly for the people to vote on.
50. City and state laws, but not federal laws.
51. A petition signed by 8 per cent of the voters in the last election must be presented by the people to the secretary of state. He in turn must place it before the people, to be voted upon at the next election. If it receives a majority vote, it becomes a law.
52. If a law is in force which is undesirable, the people may present a petition to that effect before the secretary of state. He in turn must place it before the people at the next election. If the majority vote against the measure, it is no longer a law.
53. The recall allows the people of a state to call an elected officer out of office if his policies are not approved.
54. Abraham Lincoln.
55. Treason is making war or helping others to make war upon the United States with arms.
56. An organization of many people for the purpose of controlling government through elections, so as to achieve common principles and policies.
57. A platform is a written statement of the principles upon which a political party agrees to stand.
58. The United States, Alaska, Hawaii, American Samoa, Canal Zone, Puerto Rico, Guam, and the Virgin Islands.

WHAT WE GET

Just before going-to-press time, this letter from one of our most ardent and articulate parent-teacher workers came to our desk. Because it deals with a question that is often asked and seldom so eloquently answered, we are happy to share it with our readers. Many of them know the author well. He is Ivan A. Booker, assistant director of press and radio relations for the National Education Association and a member of the Joint Committee of the N.E.A. and the National Congress of Parents and Teachers.

Miss _____
Principal, _____ School
_____, Ohio
Dear Miss _____:

The question you raise is a common one: "What does a P.T.A. gain from membership in the National Congress?" It's a perennial question that must be answered by every organization which depends on voluntary memberships—"What do I get out of it?" Teachers ask it about membership in state and national professional organizations. Some people base their decision about church membership on it. But actually it is one that has no categorical answer. So much depends on one's system of values. Every person and each new generation must answer the question anew. However, perhaps I can suggest a few ideas for discussion and call attention to a few yardsticks that are sometimes overlooked.

● *What we get.* Each year, through the state congresses of parents and teachers, all local unit presidents receive a *Manual* and several other publications of the National Congress of Parents and Teachers. As past president of more than one local and also of a county council, let me say that I found them all extremely helpful to me and to my executive committees. I can't affix a price tag, but the value of these aids was evident in the things we did. The programs, activities, and projects that we planned and carried out were far more numerous and far more successful than they would have been if we had used only our own ideas.

Second, when our local or our council needed help on specific problems (and we often did), we would write to the state office and/or the National Office for dependable assistance. Sometimes we received publications we did not have—or even know about. In some instances the help came in the form of a letter, based on the experience of those who had met the same problems. More than once from the state congress, and once from the National Congress, representatives came to our community as resource persons.

Third, our membership in the state and National Con-

WHAT WE GIVE



AS MEMBERS OF A
NATIONAL CONGRESS
P.T.A.

gress of Parents and Teachers gave us representation at both state and national P.T.A. conventions. There—with our participation—programs, plans, and policies were developed that affected the opportunities of children in our own community. The leaders we sent to these conventions came back better informed about school and community problems and needs, inspired with fresh zeal for P.T.A. work, and equipped with new ideas picked up in the give-and-take of convention discussion. This was valuable leadership training and a source of direction for the work of our associations.

Fourth, our state and National Congress membership gave us our only available means of working on problems broader than those of our own community. We wanted to work on better state aid, improved school legislation, a better teacher retirement system for our state, various health and safety projects, and so on. The state and national offices kept us informed about what we could do to help with these broader problems of education and child welfare.

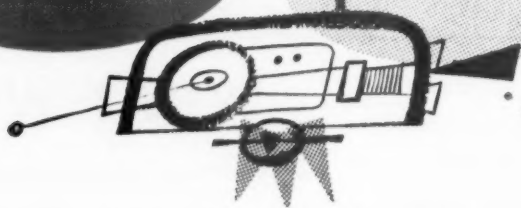
Fifth, because there was a state and national organization, we could and did receive, at nominal cost, copies of three excellent periodicals for our officers and leaders: the state parent-teacher bulletin, the *National Congress Bulletin*, and the *National Parent-Teacher*. These publications were continuously helpful resources to our association. I cannot say just what the dollar cost of all these services would have been if there had been a commercial market place where we could have bought them item by item as we needed them.

In my considered opinion, then, the fact that the P.T.A.'s to which I have belonged were units of the state and National Congress made them much more dynamic than they would otherwise have been.

● *What we give.* Quite as important as the question "What do I get?" is the question "What do I give?" The P.T.A. is an organization that serves children and youth. To improve the opportunities of children and youth there are some things that can be done locally,

(Continued on page 40)

Motion picture



reviews

PREVIEW EDITOR, ENTERTAINMENT FILMS
MRS. LOUIS L. BUCKLIN

JUNIOR MATINEE

From 8 to 12 years

"Go, Man, Go!"—United Artists. Direction, James Wong Howe. A lively and immensely likable story of the early days of the famous Harlem Globe Trotters, and their coach and manager, Abe Saperstein, whose dream was to create the finest basketball team in the world. The film shows how he skillfully trains his players and inculcates in them his own driving purpose. As their proficiency and reputation grow, their amazing and amusing feats enthrall audiences, who come to prefer the Globe Trotters' unconventional brand of playing to the more orthodox kind. The plot builds slowly to a highly exciting climax, as against many odds the players finally achieve a high place in the sports world. Dane Clark makes an attractive Abe Saperstein and Sidney Poitier a loyal and thoughtful team member, while the Globe Trotters perform wonderfully as themselves. Cast: Dane Clark, Patricia Breslin, Sidney Poitier, the Harlem Globe Trotters.

Family	12-15	8-12
Excellent of its type	Excellent	Good

Heidi—United Artists. Direction, Luigi Comencini. The demure yet spirited acting of lovely little Elsbeth Sigmund casts a warm glow over this recent dramatization of the well-loved children's story by Johanna Spyri. It is a pleasure to watch the young star as she accompanies her small friend Peter to the upland meadows in the picturesque Alps, as she loyally devotes herself to her lonely, crusty old grandfather in their primitive cabin, and as she shyly helps the village children pull the new church bell to its steeple in a near-by village. The characterizations are well drawn, although the adults' attempts at humor are a bit heavy. Heidi's story, however, is continually delight-



A scene from *Heidi*.

ful and wholesome—a treat for young children. Cast: Elsbeth Sigmund, Heinrich Gretler, Thomas Klameth.

Family	12-15	8-12
Pleasant	Yes	Good

Kumak, the Sleepy Hunter—AF Films. Stop-motion photography by Alma Duncan and Audrey McLaren. This one-reel 16mm film uses animated puppets to tell a captivating Eskimo folk tale of the adventures of Kumak, the lazy Eskimo who would rather sleep than eat. Sly glances, quick grins, and abrupt flights give evidence of the rich observation that makes this more than just another puppet film. Excellent for children's programs in schools, churches, and libraries. Obtainable from film rental libraries.

Family	12-15	8-12 and younger
Entertaining	If interested	Good

FAMILY

Suitable for children if accompanied by adults

Captain John Smith and Pocahontas—United Artists. Direction, Lew Landers. Possibly the men who produced this picture disliked history when they went to school. Certainly this film, which could have brought to life for millions of boys and girls that bit of American history known as the settlement of Jamestown, fails to fulfill the promise of its title. Crude direction, stilted action, and emphasis on violence for excitement (so handled that it becomes ridiculous instead of suspenseful) do no credit to the subject matter. Cast: Anthony Dexter, Jody Lawrence.

Family	12-15	8-12
Poor	Poor	Very poor

Conquest of Everest—United Artists. Photographer, Thomas Stobart. Unlike *Annapurna*, which is the story of an individual's heroic efforts to climb one of the highest mountains in the world, *Conquest of Everest* is a magnificent picture of dedicated teamwork. Although Sir Edmund Hillary and Tenzing Norkey reached the gale-swept top, Sir John Hunt's party was so well organized that any of the members might have carried out the last thrilling mission. Keeping the Technicolor photography at such a consistently high level throughout the arduous, exhausting climb was in itself a miracle of skill and determination. Even audiences indifferent to the sport of mountain climbing will be deeply stirred by the grandeur and awesome beauty of Mount Everest. The musical score by Arthur Benjamin and the commentary, from the eloquent tongue of poet Louis MacNeice, are fitting accompaniments to this great documentary.

Family	12-15	8-12
Magnificent	A must	Good

Red River Shore—Republic. Direction, Harry Keller. A routine little western in which Marshal Rex Allen preserves order in the town of Paxton at the time oil is discovered in the Oklahoma territory. Hard riding, fist fighting (but little shooting), and the homespun comedy of Slim Pickens may interest Western fans. Cast: Rex Allen, Slim Pickens.

Family	12-15	8-12
Western fans	Western fans	Yes

White Mane—United Artists. Direction, Albert Lamorisse. This legend of Southern France about a small boy who captures and wins the affection of a wild white horse is exquisitely told and poetically filmed. Rough men on galloping horses repeatedly fail in their attempts to break the spirit of the splendid animal. Later their leader drives boy and horse down to the sea. There is an enchanting scene in which the boy's small sister toddles unconcerned over to the wild horse. Cast: Alain Emery, White Mane.

Family	12-15	8-12
Excellent of its type	Yes	Yes

ADULTS AND YOUNG PEOPLE

Annapurna—Arthur Mayer-Edward Kingsley. Narration by Maurice Herzog and Edward Byrne. The motion picture log (in Technicolor) of Maurice Herzog's conquest of the now famous Himalayan mountain has been made into an episodic but moving feature-length documentary. In dramatic contrast to the lush, steaming jungles below, the mystery and terrifying majesty of glistening snowy peaks against a changing azure sky seem to beckon to Herzog, who helplessly obeys. There are interesting shots of the Nepal countryside and of native villages many of whose inhabitants saw white men for the first time. The actual ascent as Herzog and his men creep doggedly over icy cliffs through howling blizzards is tensely absorbing. Only the gallant, inspired Frenchman and one companion reach the top, and their fearful trek downward is filled with tragic mishaps. Certain scenes of extreme suffering are hard to take.

Adults 15-18 12-15
Excellent Tense in part, but good Tense in part

Beneath the Twelve-mile Reef—20th Century-Fox. Direction, Robert D. Webb. Excellent marine photography in Cinemascope makes this film interesting despite a second-rate melodrama, which explores the problems of rival sponge-fishing groups on the Florida coast. Robert Wagner, as the son of a sponge fisherman of Greek origin, progresses (in rather juvenile fashion) from exuberant youth to responsible manhood when his father dies as a result of a diving accident. The undersea episodes convincingly portray the sensations of the cool, blue-green world—aided by an imaginative musical background. The murky depths stir to life, to the accompaniment of ominously rumbling bass tones behind the sprightly notes of a harp, which rise like bubbles from a diver's helmet or like bright darting little fish. Unfortunately as the camera descends below the water, the plot also descends to the depths. In addition we do not need the harrowing fight between a deep-sea diver and an octopus that has been too often used in similar films of marine life. As techniques of Cinemascope production improve, the story treatment, characterization, and direction will also have to improve. The old plot-stereotypes look awfully shabby on a wide screen. Cast: Gilbert Roland, Robert Wagner, Terry Moore.

Adults 15-18 12-15
Excellent marine photography Interesting Tense in part

Both Sides of the Law—Universal-International. Direction, Muriel Box. A warmly sympathetic portrayal of life in a London police station, with particular emphasis on the duties of police-women. The plot loses much dramatic impact, however, through its excessive length and its relentless determination to tell in complete detail the stories of a neglected woman bigamist, a mistreated child, and a delinquent, teen-age bride. On the other hand there are interesting sidelights on the varied tasks that fall to the police in densely populated, low-income areas as well as some amusing sketches of people. Cast: Peggy Cummins, Rosamond John, Anne Crawford, Terrence Morgan.

Adults 15-18 12-15
Interesting of its type Good human values Possibly

Christopher Crumpet—Columbia. Direction, Robert Cannon. A smartly drawn UPA cartoon about a boy who turns into a rooster whenever his wishes are not granted. The story is glibly amusing, depending on bizarre elements for its interest, but lacks warmth.

Adults 15-18 12-15
Fair Fair Fair

Forbidden—Universal-International. Direction, Rudolph Mate. A cheap gangster melodrama with shoddy Oriental trimmings is so obviously unrealistic that it becomes ludicrous. The hero, a gangster's henchman (sweet-faced Tony Curtis), and heroine (refined Joanne Dru) walk through their unsavory roles with childish disregard of their significance. Cast: Tony Curtis, Joanne Dru.

Adults 15-18 12-15
Poor Poor Poor

Geraldine—Republic. Director, R. G. Springsteen. "Geraldine" is the name of a sentimental love song in an average musical with a fair story idea. A "crying crooner" is kept happy by the unscrupulous press agent of a recording company and by his pretty assistant. At the same time the company acquires a college music instructor with a fine voice and makes him a star crooner. Mala Powers is the leading lady, and Christine Miller a venomous psychology professor who is engaged to the music instructor. Cast: Stan Freberg, Mala Powers, Christine Miller, John Carroll.

Adults 15-18 12-15
Routine Routine Routine

The Great Diamond Robbery—MGM. Direction, Robert Z. Leonard. An inane comedy from which Red Skelton struggles vainly to squeeze some humor. He plays the role of a respectable but subnormal young man who works for an exclusive jewelry establishment and in his spare time searches for clues to his parentage. He is duped by an equally moronic gang of crooks pretending to be his relatives. For Red Skelton fans who can forgive him much. Cast: Red Skelton, James Whitmore, Kurt Kasznar.

Adults 15-18 12-15
Poor Poor Poor

King of the Khyber Rifles—20th Century-Fox. Direction, Henry King. Although a formula adventure story (and an occasionally savage and bloody one), this spectacular and romantic melodrama of warfare in nineteenth-century India has breath-taking panoramic scenes of the Himalayas in Cinemascope. It is also notable for its unusual integration of skillfully handled motion picture techniques—photography, direction, and acting—to give impact to a rousing tale. Tyrone Power, as a dashing, half-Moslem captain fighting for the British Army, faces not only wild tribesmen from the northwestern frontier but the prejudices of his fellow officers when he falls in love with the general's daughter. The cast is excellent with the exception of Terry Moore, who is too pert and cute for her role. Cast: Tyrone Power, Michael Rennie, Terry Moore.

Adults 15-18 12-15
Good adventure story Yes Overly violent in parts

Men in the Attic—20th Century-Fox. Direction, Hugo Fregonese. A murder thriller that retains much of the spirit of Marie Belloc Lowndes' novel *The Lodger* without keeping too close to the text. The sense of a creeping, all-pervading horror, while Scotland Yard doggedly works in the dark and all England is terrified, is well done. The camera work is excellent, particularly in the night scenes. Jack Palance as Slade, or Jack the Ripper, who commits a series of murders and mutilations, is all too realistic. Cast: Jack Palance, Constance Smith.

Adults 15-18 12-15
Matter of taste Tense No

Miss Sadie Thompson—Columbia. Direction, Curtis Bernhardt. Sadie Thompson is with us again. This time Somerset Maugham's well-known short story is framed to present the ebullient charms of Rita Hayworth. Her Sadie is a breezy, good-bad girl who loves the Marines and knows exactly how to handle them. The colorful 3-D setting is more reminiscent of *South Pacific* than of the sordid, rain-drenched atmosphere of previous dramatizations. José Ferrer walks through the part of the self-righteous reformer (not a minister now but the son of a missionary) with an almost disdainful restraint. A new element is added in the person of a marine (Aldo Ray) who provides a romantic interest. Production values are excellent. Cast: Rita Hayworth, José Ferrer, Aldo Ray.

Adults 15-18 12-15
Matter of taste Possibly No

Passionate Sentry—Fine Arts Films. Direction, Anthony Kimmins. A featherweight British comedy of errors tells the story of a young sentry who fancies the daughter of an occupant of one grace-and-favor house at St. James Palace—and of an Irish lass who is determined to win him back. An inconsequential plot proceeds in a leisurely, talkative way through a series of innocent but misunderstood situations. Occasionally amusing dialogue and polished performances by the entire cast make for a mildly diverting picture. Cast: Nigel Patrick, Valerie Hobson, Peggy Cummins.

Adults 15-18 12-15
Fair Fair Possibly

Queen of Sheba—Oro. Direction, Pietro Francisco. A lavish Italian-made film about a purely fictional episode during the reign of King Solomon. The king's son Rehoboam, acting as spy for his country, meets and falls in love with the Queen of Sheba, who, however, had been wed to her sun god at the time of her coronation. The superficial plot sets up obstacles and then knocks them down for the inevitable happy ending. The tale is ineptly dramatized and poorly acted, and the dubbed-in English is stilted. Settings and costumes, though on a grandiose scale, have a definitely twentieth-century look about them. Cast: Gino Leolini, Leonora Ruffo, Gino Cervi.

Adults 15-18 12-15
Mediocre Mediocre Mediocre

Shark River—United Artists. Direction, John Rawlins. The Florida Everglades form an unusual and colorful background for a commonplace melodrama. A Confederate veteran guides his criminal brother and wounded friend through the swamps and meets up with hostile Seminoles, the inevitable crocodiles, and

the friendly assistance of a widow trapper and her son. Cast: Steve Cochran, Carole Mathews.

Adults	15-18	12-15
Fair	Fair	Fair

Shyness—National Film Board of Canada. Distributor, McGraw-Hill. Direction, Stanley Jackson. A finely wrought 16mm documentary on the origins of shyness in children and ways in which it may be overcome. The commentary, spoken by the teacher in the cast, is admirably written. It quietly underscores the incidents that bear out the theme instead, as often happens in educational films, of occupying the foreground, with disconnected camera shots used only as passive illustration. The three featured children enact their roles with moving simplicity and with a realism that stirs the emotions: Jimmy, who flees in terror from companionship; Anna, who wants to play with others but is afraid of being rejected; and Robert, who isn't shy but may seem that way because he likes to be alone, enjoying the activities he invents for himself. How the agony of shyness in childhood is related to the unhappiness of adolescents and the loneliness of adults is briefly suggested. An excellent film to be used as a basis for detailed study in a parent education discussion group or as a part of a general program devoted to child development. Like other 16mm educational films, *Shyness* should be available from your public library, board of education, or the extension department of your state university.

Adults	15-18	12-15
Good	Good	Mature

The Tell-tale Heart—Columbia. Direction, Ted Parmelee. UPA, an energetic and imaginative company, believes there is no reason why artists' drawings should be confined within picture frames and encourages creative work within the field of film animation. A serious and noteworthy departure from the usual comic cartoon is this brilliant improvisation based on Edgar Allan Poe's classic. The distorted perspectives, oblique shadows, and malevolent, mask-like faces combine in a flashing phantasmagoria of evil that is too brief, too quick, and (for audiences accustomed only to comic cartoons) too novel to recreate the story's chilling mood of horror. James Mason's commentary also could have done more for the picture. However, this is an interesting experiment in a worth-while direction.

Adults	15-18	12-15
Interesting	Interesting	Interesting

Three Sailors and a Girl—Warner Brothers. Direction, Roy del Ruth. Even the star cast of this run-of-the-mill musical fails to enliven its dullness. Jane Powell and Gordon MacRae work hard in routine song-and-dance numbers; Sam Levene struggles with unfunny material; and Gene Nelson puts considerable effort into tedious dances. Cast: Jane Powell, Gordon MacRae, Sam Levene, Gene Nelson.

Adults	15-18	12-15
Mediocre	Mediocre	Mediocre

The Unicorn in the Garden—Columbia. Direction, William Hurtz. James Thurber's "fable of our time" about the meek, lonely little man who sees a unicorn in his garden is delicately and perceptively drawn by UPA artists. The unicorn is delightful.

Adults	15-18	12-15
Good	Good	Yes

War Arrow—Universal-International. Direction, George Sherman. Dynamic, gray-haired Jeff Chandler has his work cut out for him in this post-Civil War western laid in Texas. Sent by the government to subdue the warring Kiowa Indians, he has to contend with the hostility of the entrenched soldiery, to say nothing of the romantic impulses aroused by red-haired Maureen O'Hara, whose supposedly dead husband is leading the Kiowas. However, in true western-hero fashion he overcomes all obstacles and rides off at the end with Miss O'Hara, her husband having received his comeuppance. Beautiful Technicolor scenery. Cast: Jeff Chandler, Maureen O'Hara.

Adults	15-18	12-15
Western fans	Western fans	Western fans

The Yellow Balloon—Allied Artists. Direction, J. Lee Thompson. An excellent British thriller, threaded through with sound and compassionate action-commentary on young children who become delinquent. A small boy of the London slums, played with remarkable sensitivity by Andrew Ray, is caught in the toils of a smooth-talking thief. His well-intentioned but misguided parents only thrust him deeper into the web. Only after a series of highly melodramatic sequences (effectively underplayed by the English cast), ending in a spine-tingling chase through a dark train tunnel, is the thief eventually trapped and the boy freed to return to more understanding parents. The acting is uniformly fine. Cast: Andrew Ray, Kathleen Ryan, Kenneth More.

Adults	15-18	12-15
Good	Good	Yes

(Continued from page 37)

without the help of any broader organization. On the other hand, there are some things that cannot be done by any local organization working independently, no matter how efficient it is. Some things must be done by cooperative effort or they will not be done at all. Some problems are community-wide, some state-wide, some nation-wide in scope. Without the means for effective cooperation among P.T.A.'s their influence on these larger problems would be negligible. When a local unit works through councils, districts, state branches, and the National Congress its influence is multiplied many times.

In other words, although a "lone wolf" organization may be very helpful within a given school, it can have virtually no effect on general public opinion, and it will command little attention or respect outside its own community. Compare the potential influence of each P.T.A., working independently in its own school, to that of a national organization nearly eight million strong, with highly effective channels both for communication and for participation!

Some may reply, "But the National Congress does exist, whether we belong to it or not, and very few will know whether or not we do belong." This, unfortunately, is true. An association *can* ride along free on the accomplishments of others, if it wants to be a parasite. But it doesn't take many parasites to sap the strength of the living organism on which they feed. That is just as true of a national organization as it is of a plant or tree. For this reason we do well to stress the question, "What can I give, in better opportunities for boys and girls, by working through our P.T.A. council, district, state branch, and the National Congress?"

● *An example of cooperation.* At present my major professional responsibility is coordinating plans for American Education Week and promoting its observance. One of the national sponsors of American Education Week is the National Congress of Parents and Teachers. Another is the National Education Association. Now suppose all teachers' associations and local P.T.A.'s decided that they were self-sufficient. Obviously there would be no such project as American Education Week. You might have a very good "education week" in your own town, some time during the school year. But it would not be a national observance.

Does it not mean something to the American Education Week observance in your town that at the same time nearly twenty million Americans are also visiting schools? That from coast to coast newspapers and magazines are giving headline treatment to school news? That across the nation sermons are preached on the public schools? That radio and TV network programs take the time to "plug" for good schools? That thousands of organizations plan a special A.E.W. program for their November meeting? This is the type of national cooperation that a local P.T.A. simply could not arrange by itself. I cite it merely as one well-known and easily understood example of cooperative work. There are many others.

The question raised by your group is valid. No organization deserves the unquestioned allegiance of individuals or groups. Undoubtedly their questioning is sincere, and their evaluation will be fair-minded. Their only concern, therefore, is to see that they have at their command the yardsticks of true value. When they begin to add up the value of what they get and what they give through membership with state and national groups, they will quickly find that their dues in these organizations come at bargain-basement prices.

Sincerely yours,
IVAN A. BOOKER

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